



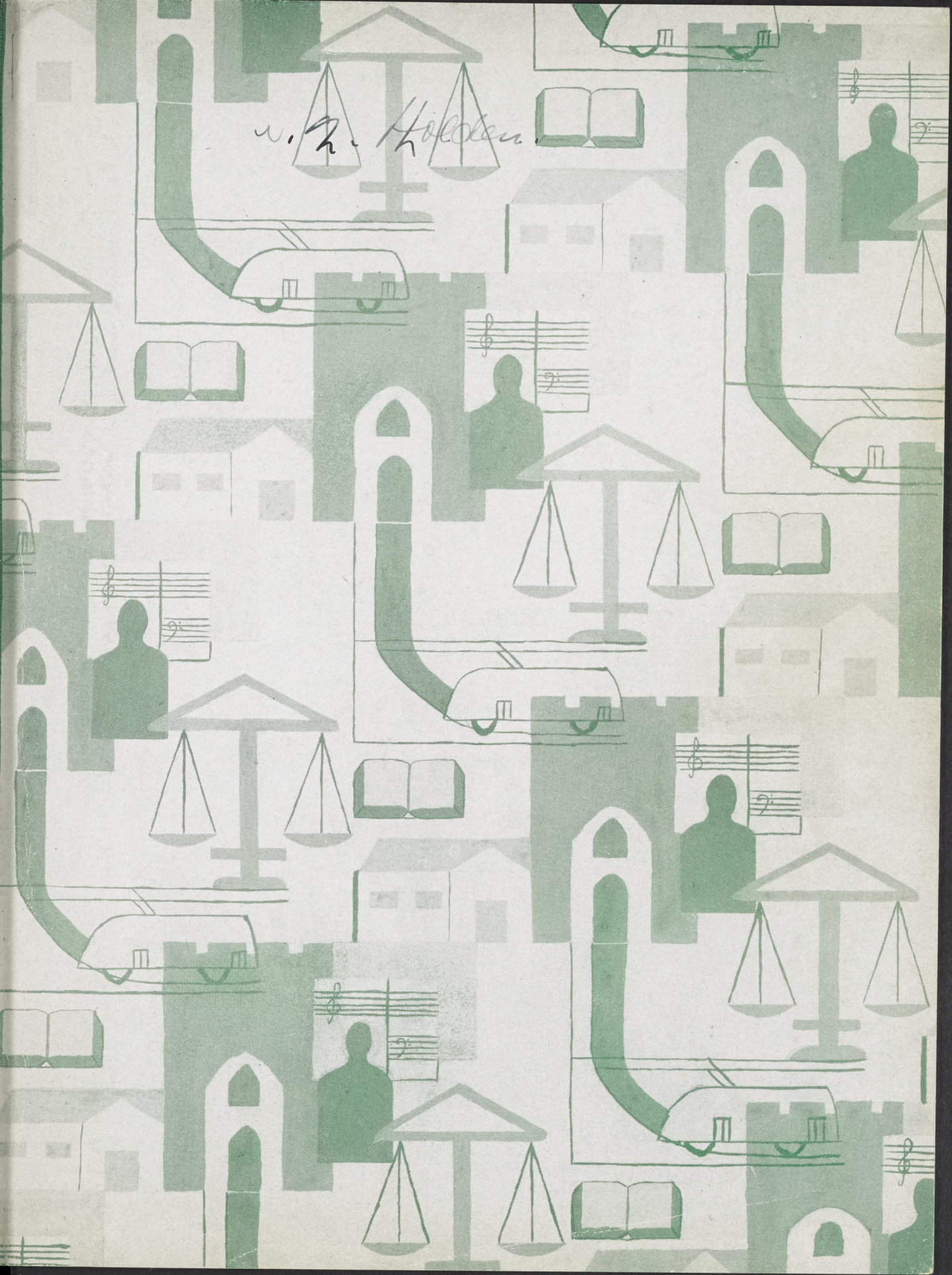
EVERGREEN & GOLD

CALGARY

'49



W. H. Holden





Dawn in the Bugaboos

F. H. BRIGDEN

EVERGREEN AND GOLD

YEAR BOOK



Faculty of Education

Calgary Branch - 1949

*The truest test of civilization is, not the census,
nor the size of the cities, nor the crops -- no,
but the kind of man the country turns out.*

—RALPH WALDO EMERSON.





ROBERT NEWTON, M.C., B.S.A., M.Sc., Ph.D., D.Sc., F.R.C.S.
President of the University of Alberta

A Message from the Dean . . .

of The Faculty of Arts and Science

I am glad of this opportunity of sending a message to the Year Book of the Calgary Branch of the Faculty of Education. It is appropriate that a message should come from the representative of the Faculty of Arts and Science, and that for several reasons. While the connection of Calgary with teacher training is of long standing, the setting up of a two-year program of teacher training, which constitutes work for a degree in Education and includes suitable subjects from the Faculty of Arts and Science, is a new venture, and the experiment will be watched with interest. Again, there should be a close entente between the Faculty that gives the intending teacher his tools and the Faculty that seeks to train him in the skillful use of these for his particular purpose. Finally, neither the Faculty of Arts and Science nor any University Faculty can afford to be other than vitally interested in what the Faculty of Education is doing. Good work on the part of this Faculty will come back to us all in dividends later on, while sins of omission or commission will be sure to find us out.

With these reflections, I wish to send my best wishes to the Calgary Branch and to wish every success for its own Year Book of 1949.

JOHN MACDONALD, Dean,
Faculty of Arts and Science.



M. E. LAZERTE, M.A., Ph.D.
Dean, Faculty of Education.

The Dean sends

Greetings . . .

Another University year draws to a close; a busy editorial staff puts finishing touches to another *Evergreen and Gold*; another group of student-teachers is soon to begin work in the classrooms of the Province. We hope that all graduating teachers find schools suited to their interests and attainments, that living accommodation in the school districts is satisfactory and that salaries if not generous are at least adequate.

The present teacher shortage makes it desirable that you continue teaching for some time. We hope, however, that the job challenges your best effort and thought, that you continue as a student in the persistent search for answers to some of the basic questions that have always interested and baffled educators, and that you contribute through your professional performance to the growth in effectiveness and dignity of the teacher's work. Success to you next year and through the years. We welcome each of you to teaching, a profession in the making.

M. E. LAZERTE, M.A., Ph. D.,
Dean, Faculty of Education.



A. L. DOUCETTE, B.A.Sc., C.E. M.A.

Director, Faculty of Education,
Calgary Branch

A. L. Doucette

A 1949 Message to the Students

of the

Calgary Branch of the Faculty of Education

SUCCESS!

It occurred to me that I could do no better in my message to you this year than to try to suggest an answer to a very significant question. At some time or other you have asked yourselves, or at least should have asked yourselves, HOW BEST CAN I SUCCEED IN MY WORK AS A TEACHER?

KNOW THYSELF!

The query suggested above is not an easy one to answer, for like many an algebraic problem, there are too many unknowns or variables in such factors as teacher competence and teacher success. How fortunate it would be were we able to write down the equations for our intelligence, our personality, our emotional stability, our physical development, our aesthetic appreciation, and our ethical behavior. Perhaps the admonition which Socrates gave to his Athenian listeners when he indicated to them how to be rated as a person of wisdom is still applicable today. His simple advice was:

SUCCESS DEMANDS COURAGE!

It requires courage to accept the results of the apparently simple two-word formula of Socrates. However, if you KNOW YOURSELF in all the various facets of your total personality, and if you then have selected teaching as a life career because of your fitness, success will follow readily.

In one sense, success is the realization of your ambition. The lines of John Trotwood Moore may suggest to you the courage and persistence it requires to be successful:

"The time to succeed is when others,
Discouraged, show traces of tire;
The battle is won in the home stretch—
And won—'twixt the flag and the wire."

SUGGESTIONS!

I leave you with a few practical suggestions:

DON'T BE A COWARD!

DON'T FALL INTO A GROOVE!

DON'T BE ARID!

DON'T LOSE YOUR SENSE OF HUMOUR!

DON'T EVER THINK YOU KNOW ENOUGH!

FAREWELL AND AU-REVOIR!

To those of you who are leaving the Calgary Branch this year, we bid you farewell and "bon voyage."

To those who will be returning in the fall of 1949, we bid you "au-revoir" and "bon retour."

A. L. DOUCETTE,
Director, Calgary Branch, Faculty of Education.

Faculty . . .





Mr. W. F. Allen



Miss Olive M. Fisher



Dr. G. K. Sheane

G. K. Sheane.



Mr. Victor E. Graham



Mr. T. G. Finn



Miss Rae Chittick



Mr. Earl Buxton



Mr. I. H. Graham



Dr. George Self



Mr. Lou Goodwin



Mr. W. F. Irwin



Mr. J. G. Millar



Miss Joan Dafoe

Library Staff



Mrs. H. E. Welton



Miss Dolores Foch

Dolores Foch

Office Staff



Miss Audrey Pickard

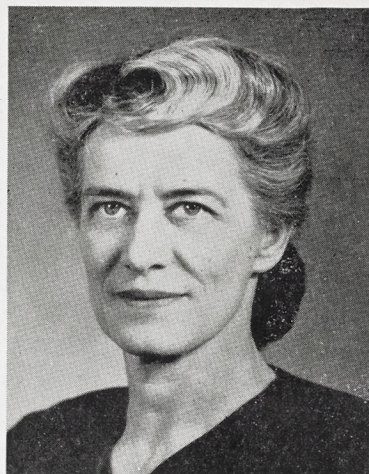
Demonstration School

Staff

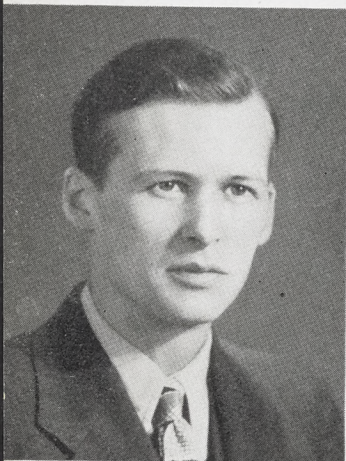




Mr. B. O. Millar,
Principal



Miss Esther Avis



Mr. H. A. Pike



Mr. W. McRoberts



Mr. G. Dann



Miss Peggy McKill



Miss Hazel Tillotson



Mr. E. G. Callbeck



Miss Evalyn Cheney



Miss J. C. Johnson



Mr. J. H. Bryne



Miss Louise Tester



Miss Helen Morrison



Miss E. J. Marshall



Miss A. M. Neilsen

TESTED IN THE FIRE

Although practice teaching is the backbone of our course, we found it a very trying experience. During our time in the Demonstration School we were tested in the fire and made to prove the strength of our metal.

The first week of practice teaching saw the beginning of our opportunities to put into practice some of the theories explained in our lectures. For the first time we faced the reality of teaching small children. Now we were on the other side of the desk, a new and frightening experience for most of us. Even the grade one pupils caused some of us to be nervous and the grade nine classes positively alarmed us.

Round Two gave us a chance to make a better showing of our abilities. A bond was developing between the practice teachers and students which made us feel more secure and so we were better able to utilize the assistance given us by both our critic teachers and our Faculty advisers. We were set back on our heels at times when our performance showed what amateurs we really were in spite of our former experience.

No less startling to us was Round Three when because of our better understanding of what a teacher should be, we, ourselves, realized our limitations. Taking as we did three hours, on the average, to prepare a single lesson, would we be able to organize and present lessons for a whole day to nine separate grades in a rural school? We hope this question will be answered in the affirmative in the near future.

There always will be a warm spot in our hearts for the kindly and thoughtful teachers who guided us through the period of initiation into teaching. We tender our heartfelt thanks and hope we shall be able to guide others in their faltering first attempts.

ALBERT ANDERSON, Class "A".

EVERYTHING

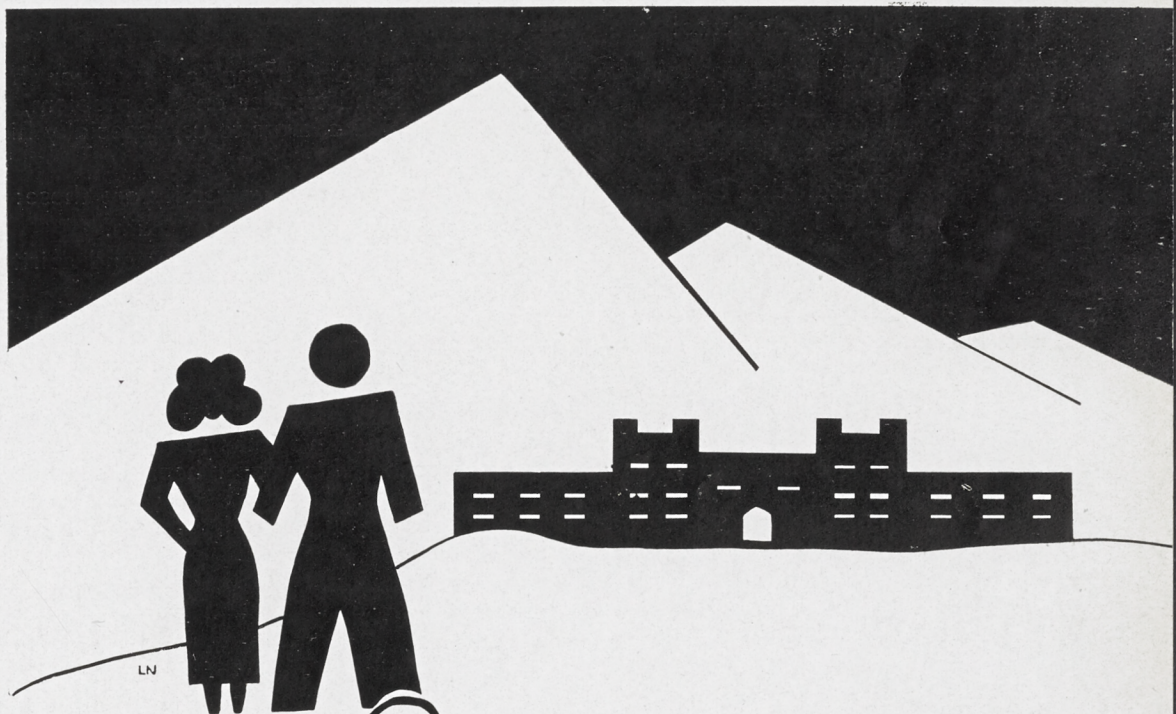
He pauses at the farm a while, one, two, maybe three days
And then leaves one morning on the road
Going west.

His gangling form stoops slightly as he shuffles along the road
Not knowing nor caring where he is going.
Some would call him shiftless, a tramp—others a hobo or a bum.
But to me he is none of these as he shuffles still,
Going west.

His soul knows no master save his feet
Which have led him for seventeen years over this rolling country.
Once he stayed in a town for two months working in a pool hall.
But mostly his stays last only one, two, maybe three days.
And now he is going west.

Why envy a man no life at all? Occupation, family, home—he has
none and yet, and yet he has . . . everything.

WALT BATEMAN.



Students



A word from

our President

Fred G. Cartwright

Dear Fellow Students:

I've been thinking of the year's activities and trying to remember the highlights of the term. While letting my mind wonder on the problem, I recalled the message that Dr. Chang gave in his address to us, especially his comments on the function of a university.

I recall that Dr. Chang stated the functions of a university are these:

1. To search for truth and to obey the practice of truth.
2. To help the student develop physically, mentally and spiritually.
3. To produce mature, articulate students and to bring a sound, acute critical mind to bear on society.
4. To assist its members to be a true source of leadership.

I believe that all of us recognize that these are ideals basic to successful university education. I'm sure most of you have felt the force of these ideals. To those of you who leave the school this year I hope that these ideals will guide and inspire you in your work. To those of you who are returning next year may these objectives help you to realize more fully the benefits of university life.

University life is much more than prescribed courses. The attainment of ideals, an understanding of people and a richer personal development is realized through extra-curricular activities. It has been my honor and pleasure as your president to help in the planning of many of these activities. I hope you have enjoyed them and have profited from them. Only through the co-operation of all can the work of a Students' Organization be successful. I am proud to say that I have had this co-operation from all of you.

I wish to thank you for your support and to express my appreciation of the confidence you have placed in me.

May you carry with you many pleasant memories of this year spent in the University in Calgary and may I wish you happiness and great success in your work.

Sincerely,

FRED G. CARTWRIGHT, President, Students' Union.



Students' Council

Bill Evans Secretary
Mike Sirdiak Treasurer
Howie Ambury Vice-president
Norm. Holden Public Relations Officer
Len Cooper Vice-chairman of the U.A.B.
Bob. Nissen Faculty Representative
Barbara Millett Musical Association Rep.
Pat Reid Social Representative
Kay Sykes Secretary of the U.A.B.
Fred Cartwright .. President of the Students' Ass'n.
Audrey Sanford Treasurer of the U.A.B.
Millie Grey President of the Wauneita Society
Dr. Sheane Provost



A



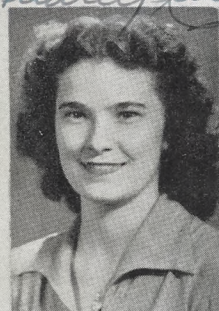
M.N. CAMERON

Arone



A.M. CARSON

Andrew Carson

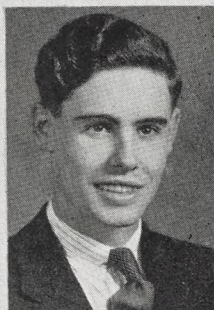


S. CLARKE



M.B. DEBOW

Marion DeBow



D. CAMPBELL



R.Z. CAMPBELL

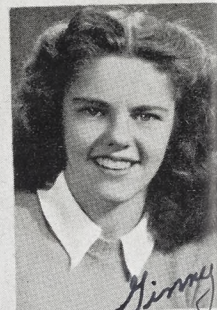


M.E. CHARLTON

Elizabeth Charlton

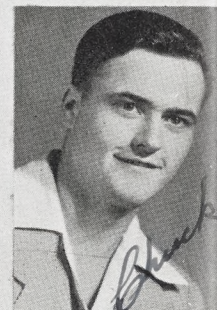


A.J. CLAPPISON



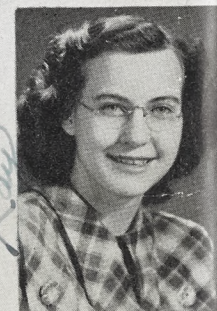
V.V. CARLSON

Jimmy



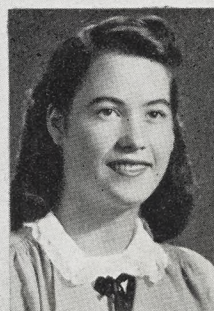
C.D. CLARK

Clark

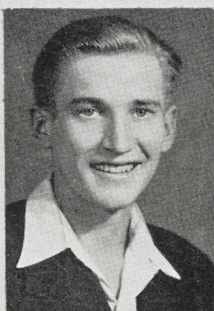


M.K. DAVIDSON

Kend

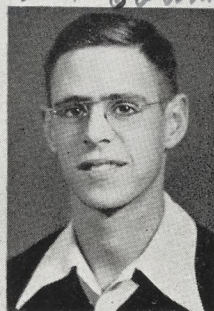


J.A. CUDDIE



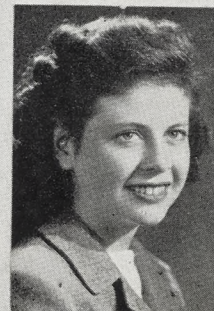
R.A. COLDWELL

Dick Coldwell



P.A. DENNIS

Pat



N.C. DODDS



M.J. DRINNAN

Joan Drinnan

A



A.R. ANDERSON

Albert



D.M. ANDERSON

Deanna



F.G. ANDERSON

Franklin Anderson



M.N. ANDERSON

Peggy



E. AASHACHAK

Wendy



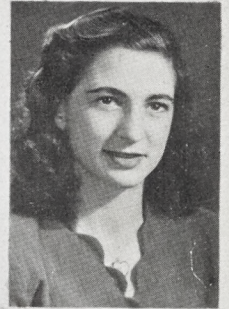
D.D. AUCK

Delores Auck



E.M. BAILIE

Emil Bailie



E.E. BANNISTER



L.L. BENJAMIN



L.K. BERCZIK



L. BERGER



R.M. BLUST



J.M. BORTON

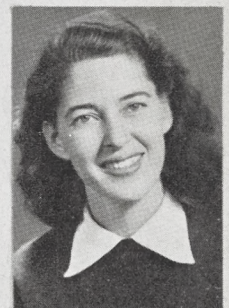


E.B. BURTON

Sharon



J.E. BUSSEY



M.A. CALON

CLASS "A"

Once upon a time there was a King who ruled over four Kingdoms—A, B, C and D.

Now the people of the Kingdoms B, C and D, were normal intelligent, happy people. They had the usual share of musical talent, athletic ability and outstanding personalities, and all in all were the kind of people you expect to find in any kingdom.

However, the Kingdom of A was different, not that it was overcrowded with morons and such, but it was a kingdom in which everyone from A to D could be found.

Now the two main clans in the Kingdom of A were the Anderson clan and the Campbell clan. One member of the Campbell clan, Ruby by name, was famous as a great orator, diligently attending conferences on "Professionalism." The other member of note in the clan, Don (Lover Boy) possessed a wee bit o' that Scottish humor (or is it known that Pharmacopeia is a lady farmer?).

Not to be outdone, the Anderson clan boasted of Albert, a well-known Property Man, who was also a playwright, poet and author, and one Garfield, a talented piano player.

These two clans did not by any means monopolize the talents of the thirty-two families in the Kingdom. Some of the more brilliant personalities were "Little Audrey" of the Clappisons and Cuddles of the Cuddies—Jean to strangers.

The musical family was the Camerons whose daughter, Noreen, was a prima donna at the local opera house.

Athletic talent was cornered by the Carson and Dennis families. Audrey and Pat could be found frequently practising various acrobatics and folk dancing. Pat was also an accomplished Thespian, his characterizations being exceptionally real (Johnny Dunn).

Speaking of the theatre, the Kingdom of A was a mecca for Thespians. When a dramatic competition was proclaimed throughout the Kingdom, A's contribution was judged superior to those of B, C and D, and even better than the performances of the outside Kingdoms, P and R.

There were many other exhibitions of talent in the Kingdom. At the drop of the proverbial hat A could be persuaded to do magic tricks, such as making books disappear or causing electric shocks at will. Foremost of the magicians were the Benjamin, Bannister and Borton (Sluggers) families.

Executive positions were capably filled by members of the Berger family.

So the Kingdom of A lived happily, albeit noisily through the year. However, on a fine day in April, the families from A to D migrated from their homes and entered the great unknown world of Education. After this the King was wont to say sadly "Next year, I shall find another group of families, but none to match the calibre of my citizens in 1948-49.

LILLIAN BERCZIK, Class "A".

CLASS "B"

Here is to be recorded, for our memories (although we think they will remain fresh without this reminder), the chronicle of Class B. We arrived on the campus slightly bewildered, often shy, and still damp with the stamp of our High Schools. By a coincidence of alphabet, we were formed into a class of twenty-seven girls and six boys. We came from everywhere, here we focused and from here we shall disperse into that geographical confusion from which we emerged.

At first we knew no one in the class, but this state did not last long; the common difficulties of practice teaching and exams forced our unification. However, no matter how well a group of people are integrated, certain personalities will stand out—we were no different. We shall long remember Barney upside-down on seven teetering chairs; Dick always with a basketball at noon and with sandwiches in class; Mary Ferby, on whom we depended so much for our laughs; June Houlden, our blushing bride, and Nola Jackson as the best man in our mock wedding. Our class was not without talent, meaning of course, Lloyd Gover, and Don Hagen.

As we leave the University after our one year of training, we have varied feelings. The keenest is that we are poorly equipped to take our places as teachers; we have confidence in our selves but are exceedingly aware of our shortcomings; we can only pity the children who will depend upon us for instruction, and the society which allows us to take that responsibility. We have an admiration for those people who have been our instructors for this year, and we have a sympathy for their difficulties. We are leaving with high hopes, ambitions, and many blessings. We hope to realize all of them.

NORM HOLDEN, Class "B"

B



A. DUECK

Agnes Dueck



H.K. EPP

Louise Epp



L. FANDRICH

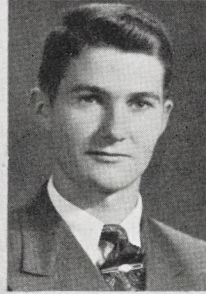
Lilly Fandrich



M.J. FERBEY



L.K. EPP



R. EPTON



J.E. FISHER

Joan Fisher



E. FULMER

Elin



M.L. GIFFEN

Best of Luck Mary



A.E. GILES



H.J. FERGUSON



M.E. FUNK

Frank Funk



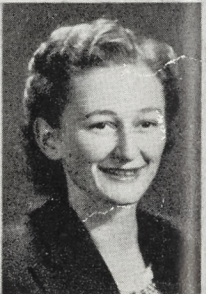
W. G. GOWER

Walter Gower



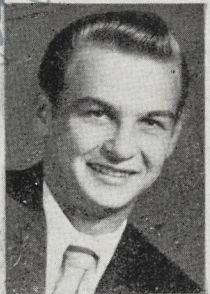
E.M. GROVE

Edna



J.L. GUSTMAN

J. Gustman



D.J. HAGEN



G.M. HAGERMAN

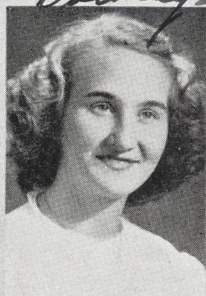
Gertie Hagerman

Donald O'Leary!



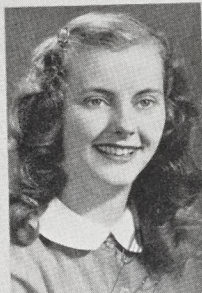
L.M. HALLIDAY

Loretta Halliday



D.A. HANSEN

Dorothy Hansen



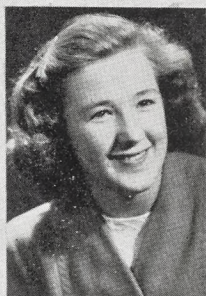
E.F. HANSEN



Betty Hammer
E.J. HAMMER



S. Hanna
S. HANNA

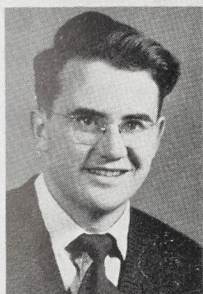


J.M. HOLMAN



T.A. HAYES

Thelma



W.N. HOLDEN



J.M. HOULDEN

Jenny



W.A. JANOSIK

Wilma Janosik



M.J. HEWITT

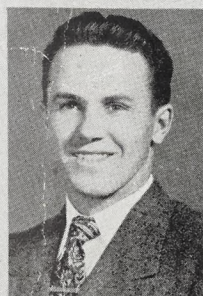
Georgette Hewitt



G.V. JACOBSON

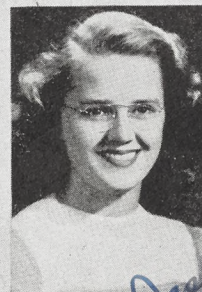


N.R. JACKSON



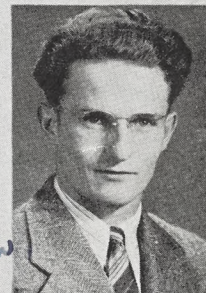
B. HUGHES

Barney Hughes
N.R. Jackson



D.F. JASMAN

Doris Jasman

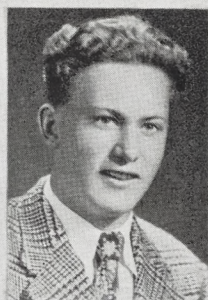


A.R. JOHNSTON

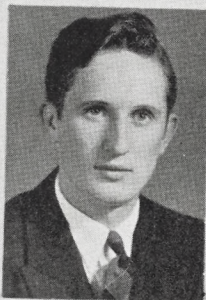
Allan Johnston



M.A. KENNY



J. KLASSEN



S. KONDRATIUK



E.W. KONKIN



D.E. KRAUSE



A. LOEWEN



L.Y. KNOWLES



A.F. LASTUKA



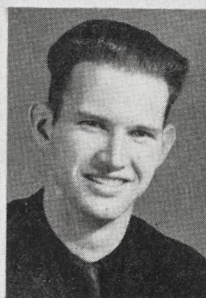
E.I. LAYDEN



K.J. LEISHMAN



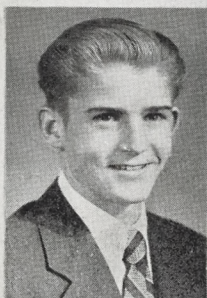
N.R. McBRIDE



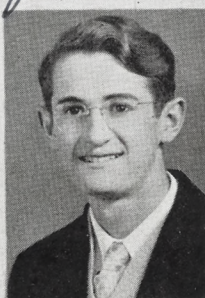
W.J. McDONALD



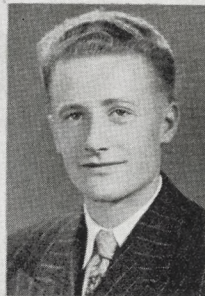
J.V. LIDDELL



G.D. MACKINNON



H.J. McLAREN



L.D. McDOUGALL



V.M. McHUGH



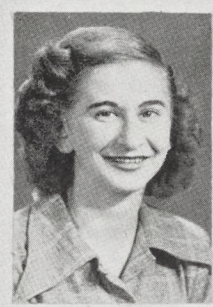
T. McLELLAN



K.O. MORTIMER



M.A. MORTIMER



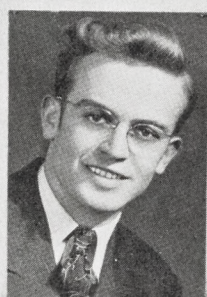
J.E. MARSELLUS



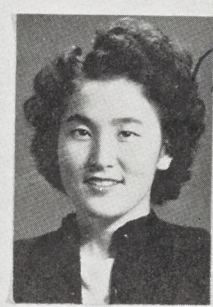
F.E. MILLAR



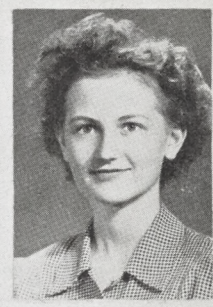
E.J. NEWSOM



J.S. NEUFELD



M. NAKANE



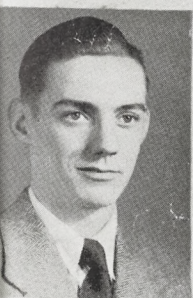
M.E. NELSON



H.D. NIELSEN



K.E. ODDEN



P.A.R. NISSEN



L. NIWA



J.W. NOLAN



A. OKAZAKI



S.M. OVIATT

Marg. Miller

Mickie Nakane

C

Judy Nolan

Larry Nissen

CLASS "C"

One day last mid-September marked the beginning of a new era for us. We felt so grown up and at the same time like new born babes looking wide-eyed with wonderment at the world. How new everything seemed, and how strange. Was everyone else as scared as we on that fatal day?

We watched with secret awe and envy those composed and learned Sophs glide gallantly through the halls as we scampered to the sides to make room for them (at the same time to avoid being trampled on.) But we learned to love them too for helping us in adjusting ourselves to this environment, and also for their unceasing aid in the ping-pong room, as well as for helping us build paper airplanes that will sail straight when shot.

Perhaps Class "C" hasn't done anything outstanding as yet to distinguish itself from the rest of the classes—except in tests—wasn't it a Class C girl who received 100% in a Mid-term English paper? And I'll wager anyone my last Math paper that Class C can carry honors in a gum-chewing contest!

Together with Class D, we had some very enjoyable classes even though the Professors say they dislike double classes. It's much more interesting to study human nature in psychology if you have a large chunk of mankind from Class D sitting next to you.

The man who said "tempus fugit" certainly wasn't wrong for never has a year spun by so rapidly.

Our instructors have been very kind and helpful to us and we, as teachers, hope that we can live up to the examples that they have set for us.

ELSIE KONKIN, Class "C".

CLASS "D"

Although it is natural for each member to think his class the best, we of Class D are fortunate in knowing ours is superior, through recent tests of the office staff, it was found that Class D contains everything from P to Y. Diversion is what D stands for and every member, displaying his own peculiar little traits, makes sure that we live up to our name. We have every kind of prospective teacher in our class; athletes, singers, actors, scholars, and, thanks to Miss Prince, even a bit of Royalty. There isn't a thing our class can't do. If you are skeptical, just look at the "House League Basketball" scores—yes Class D is on the top. When it comes to Senior ball, we have Pat Thomson, Colleen Prince, Kay Sykes, Joyce Thomas, Bob Stephens, Leo Trono, each adding his or her little spark to the teams. Way we go, kids!

Ping Pong? Fern Walton keeps our name on the map in that field.

Class D has strong representation in the Choral Club and everyone knows how good it is. Special mention should be given Fern Walton for the efficient way she performed her duty as secretary. Also, Bob Stephens of our class sang tenor, (you know ten or twelve notes off). Seriously though, Bob, we do appreciate your efforts, and we do hope you sold all your tickets and records, and found your pen. Space won't permit me to continue. However, by now I'm sure you see the point.

The only thing that is worrying about Class D is the terrible conditions our members get into on a certain week called "Practice Teaching." It is frightening to see Henry Rempel wandering up and down the halls with that "woe-be-gone" look on his face; or worse still to find Kaye Thorpe dashing down the halls, as if catapulted from a cannon, in search of her advisor. Helen Simpson says that by the time the week is over she has paid so many fines she feels she owns an interest in the library. Regardless of all the heart palpitations, fallen arches and advanced stages of insomnia, Practice Teaching found Class D making lasting friendships. How many U.D.S. girls have you on your fan lists now, Bob and Jim? May we use this opportunity to thank Jim Strang, the dark haired lad from Claresholm, for the efficient way he performed his tasks as Room Representative.

The sparks that flew around the classrooms caused great excitement, especially for Lorraine Wolff and Leo Trono who loved to make spark plugs of themselves. The plays that were produced on Monday mornings in English class brought to light many hidden talents, as well as many opportunities. If you don't believe me, ask Norma Staples.

Although athletics slipped out when the President slipped into Kay's life, we wish to compliment her on the good work done as secretary of U.A.B.

I should like to set down a resume of the year's activities, but space does not permit. I leave Class D to reminisce and close with this special message to school superintendents—if it's a good teacher you are looking for, D's the letter.

JOYCE THOMAS, Class D.

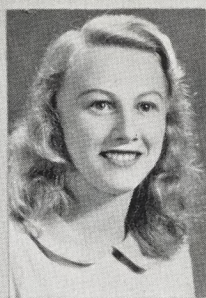


H.C. PECOVER

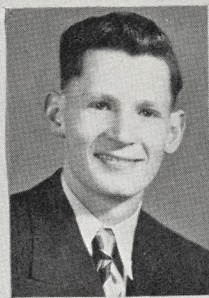
Helen Pecover



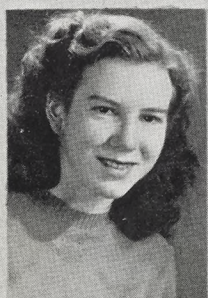
V.A. PETERS



B. PETERSON



M.G. PHARIS



R.M. PLATT

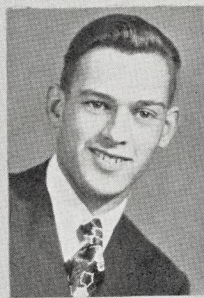


D.M. POSTILL

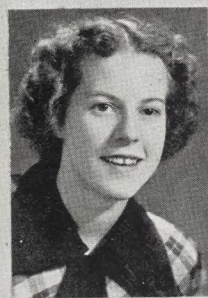


H.C. PRINCE

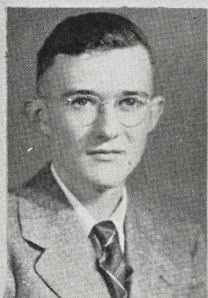
Colleen



R.C. REIFFENSTEIN



D. ROBINSON



A.G. SCARLETT

George Scarlett



M.G. SCARLETT

Mary



D.M. SCHULTZ



H.J. REMPEL

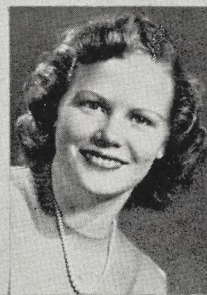


H.A. SIMPSON

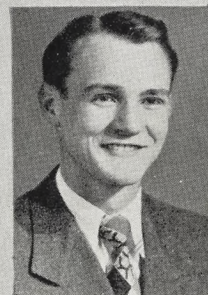
Helen Simpson



M.G. SIMPSON

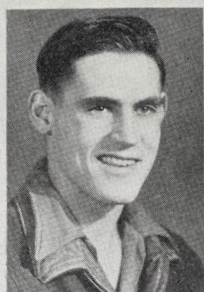


N. STAPLES



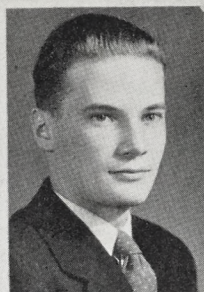
R.E. STEPHENS

Bob Stephens



J. STRANG

Jim S.



T.C. SUGDEN

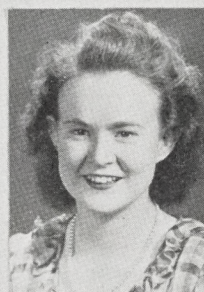


K.H. SYKES

Kay Sykes



C.J. THOMAS

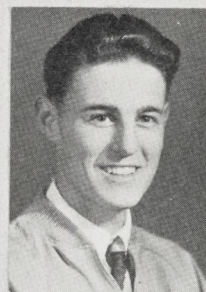


K. THORP



Y.P. TILLOTSON

Tannie Tillotson



L. TRONO

Leo Trono

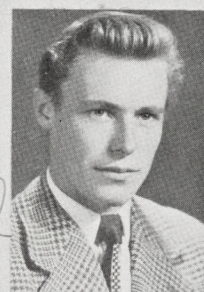


E.R. TYM

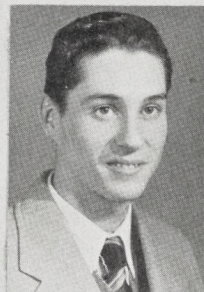


P.M. THOMSON

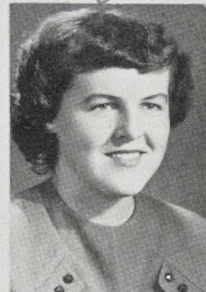
Fatsy Thomson



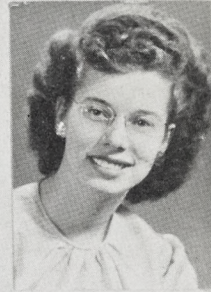
H.H. UNRAU



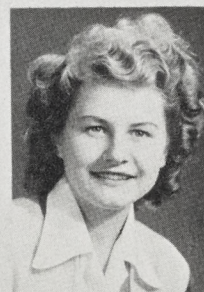
H. UNSWORTH



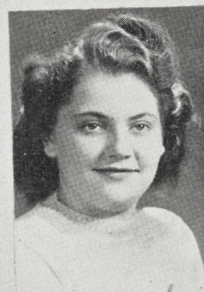
M.A. WALLACE



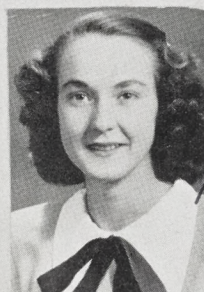
V.F. WALTON



J.G. WARKENTIN



H.L. WOLFF



M.F. YOUNG

Ruth

D

CLASS "P"

"PREVIEW TO CLASS R"

"To be or not to be,—that is the question:—
Whether 'tis nobler in the mind to suffer
Death—or to be in Class P."

Taking our faculty from the astronomical point of view, we may compare our school to the sun, and the classes to the planets as follows: Class "A" represents Mercury, Class "B", Venus, Class "C" the Earth, Class "D" Mars and Class "P" as composing the 23 planetoids. Planetoids, in turn being defined as small, heavenly bodies wandering about through space; some of the wider spaces being in our brain.

However, Class "P" is the cultural, social and spiritual (not the bottle kind) centre of the school. Our large, cultural background proved beneficial in the production of our first great dramatic presentation "The Shooting of Dan McGrew". Though Mr. Buxton, backed by public opinion, tried to prevent this, we put it on anyway. The stars of our show, Bubbles Buckles, Snookie Alexander, Cuddles Laut and Tex Smith, ably supported by the rest of us, received many flattering compliments, including some from the front office.

The year 1948-49 provided a cure for socialitis, which all the freshmen B.Ed. caught, in Marg. Laut's spelling bee, dine and dance, platter and chatter coffee parties in the kitchen, the popcorn do at Joyce Brookall's and the several successful school dances.

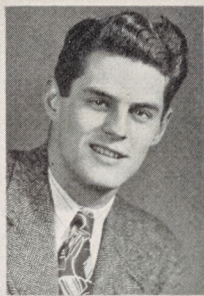
Early in the term, we discovered some amazing, spiritualists in our class. These few individuals insisted on applying their newly found scientific methods of experimentation and psychological processes to the ancient and mystical art of Yogi. We later branched out into mental telepathy, fine philosophical discussions and rousing sing-songs.

We also went to classes.

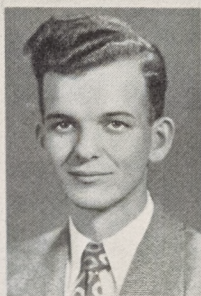
JIM WHITFORD,
MARG. BELANGER, Class "P"



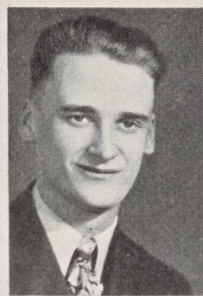
S.A. ALEXANDER



D.A. ATTRELL



W.J. BATEMAN



G.R. BILTON



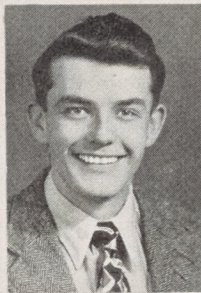
J. BROOKALL



J. BUCKLES



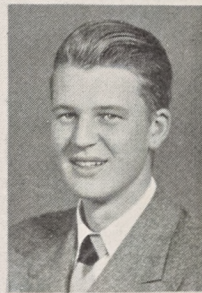
M. DODDS-BELANGER



R.W. DIPPNER



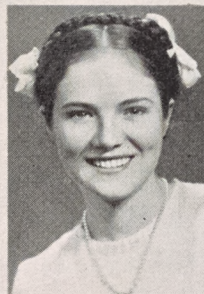
R.C. HARRIS



A. KIRKEIDE



M. LAUT



S. MACDONALD



B.F. MILLETT



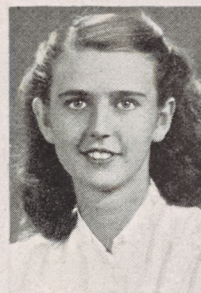
A.B. MEIKLEJOHN



B.G. REDDICK

W. Whitford

Joan Robinson



J. ROBINSON



S.M. STAGG



L.R. SMITH



A. STANDELL



J.E. STEELE



J. TABORSKI



D. WATT
Doreen Watt



W.J. WHITFORD

CLASS "R"

Once again, Class R has the distinction of being the smallest class in the school. Once more, to the relief of the student body, we have been placed in a class by ourselves. This year though, we have the added distinction of having in our midst some former Junior E's and I's who have been busy teaching for one or two years. So all in all we have beauty, brains and experience—what more could any class ask for?

First on our list—by virtue of being President of the Students' Council—is Fred Cartwright. He can usually be recognized by the number of girls he has on each arm. Another member of last year's P class is Audrey Sanford, Treasurer of the U.A.B., who is usually seen with Pat Reid, Social Representative. Along with these two is President of Wauneita, Millie Grey—all three can be found anytime in History 5. Betty Pearson, of the Disciplinary Committee, provides the brains in our class. She manages to make things tough for the rest of us. Another member of our class, who astounds people with his 80's in Chemistry, is Pete Antonenko, Chairman of the Disciplinary Committee. Class R's reputation in athletic prowess rests on the shoulders of Len Cooper, basketball star and Vice-Chairman of the U.A.B. And then there is our "Romeo", Colin Turner, who manages the basketball teams as well as presiding over ping-pong. His distinctive characteristics - diamond socks.

The President of our defunct bowling league, Jack Crowle, is one of those who has tried his hand at teaching already. He is principally noted for his car! Completing the list of those who have had experience in teaching are Lois Willmott, manager of Cal-Var Commentary, Doris Brousseau, class representative, and Ines Walker, Wauneita representative for the sophomores. Their experience has proven invaluable in giving us a practical view of teaching and school life (Ed. 260).

Last on the list (and latest) is former Edmontonian, Ron Hilchie. As well as having the distinction of attending Edmonton 'Varsity, Ron is the only veteran in our class, this year. Until pressure of outside work forced him to resign, he was Vice-President of the E.U.S.

Well there it is - Class R in a nutshell. Two years of fun and hard work, have established a close-knit friendship between all members of our class. May we be better teachers for it.

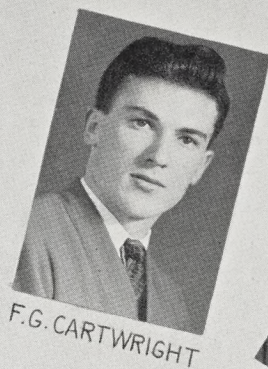
PAT REID,
AUDREY SANFORD, Class R.



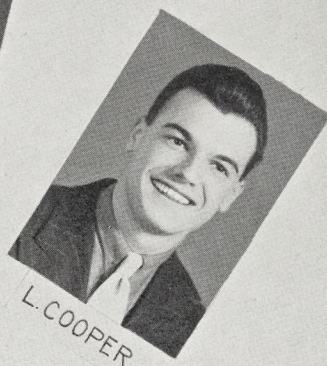
P. ANTONENKO



D.E. BROSSEAU

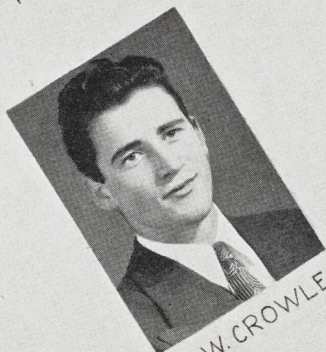


F.G. CARTWRIGHT



L. COOPER

R



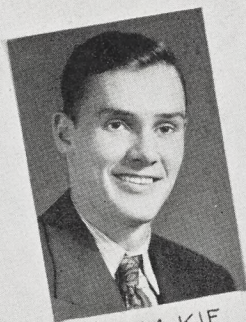
J.W. CROWLE



A. GREY



J.R. HILCHIE



K.T. MCKIE



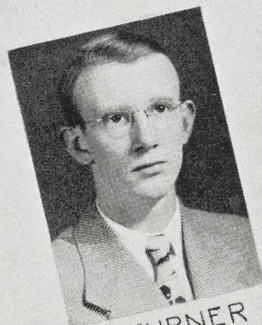
B.I. PEARSON



P.J. REID



A.M. SANFORD



C. TURNER



I. WALKER



L. WILLMOTT

Evergreen & Gold

INSTRUCTORS IN THE INSTITUTE OF TECHNOLOGY and ART GIVING INDUSTRIAL ARTS COURSES



MR. S.P. BIRD



MR. C.A. CHOATE



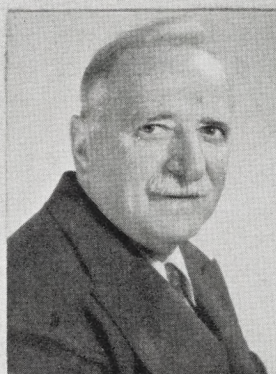
MR. D.C. FLEMING



MR. O. KINGSEP



MR. J.K. MACKENZIE



MR. G. PILKINGTON



MR. A.J. ROPER



MR. J.R. REID



MR. N. SAFRAN



MR. W.E. JAMISON



MR. M.J. TOMLINSON



MR. N.G. TWEEDLE

THE INDUSTRIAL ARTS



Mr. James Fowler,
Principal, Institute of
Technology & Art



Mr. E. W. Wood,
Shop Director

"To succeed as a shop teacher one must possess mastery of subject matter, unusual manual skill, more than ordinary teaching ability, and many of the qualities usually demanded of an executive." So say Arthur R. Mays and Carl H. Casberg in their recently published text "School-Shop Administration."

That is the Challenge!

Have Alberta's Shop teachers been meeting it?

We must admit that up to the present—with a few exceptions—they have not. True, a few have taken the trouble and expense of improving their standards by study in the U.S.A., but the vast majority of our shop teachers have been regular teachers with a flair for mechanics; or they have been tradesmen who have earned a teaching certificate. Happily the situation is on the way to improvement and in this respect Alberta leads the whole of Canada.

In 1945 the University of Alberta added to its Faculty of Education the degree of B.Ed. (Industrial Arts). Because the Institute of Technology and Arts housed in the same building with the Faculty of Education (Calgary Branch) has the shops and instructors for the technical subjects, the first three years of the Industrial Arts degree is offered only in Calgary. Only the graduating year is offered in Edmonton. Already the first graduates have trickled out. When the present enrollment has graduated about sixty Industrial Arts teachers will have been prepared.

That is not to say that the field will have been filled even though the number seems large compared to the number of shops now operating. Industrial Arts training in the Intermediate and High Schools is closely allied with the philosophy of "education for living" and "learning through doing." The tendency toward consolidated school districts and improved transportation facilities is making this type of training feasible in more and more country schools. There is still room in the Industrial Arts field for all those possessing the necessary qualities.

HOWIE G. AMBURY.



K.E. BROWN



E. GRUNINGER



N.P. LUYCKFASSEL



W.H. LYNN

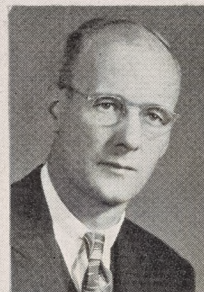


W. MACENKO

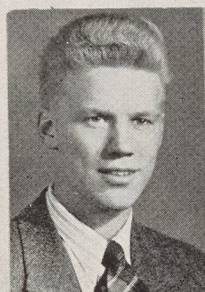
THIRD YEAR

INDUSTRIAL ARTS

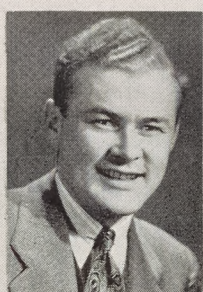
FIRST YEAR



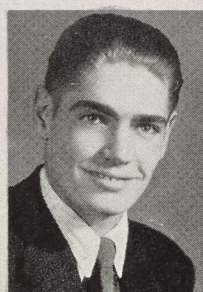
G.G. DAVIES



K.G. ELLESTAD



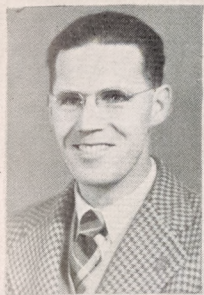
J.R. RHODES



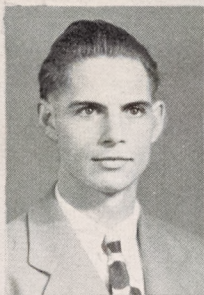
L. WILEY



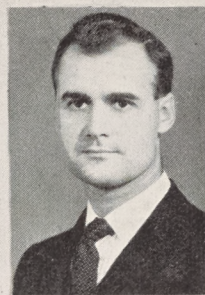
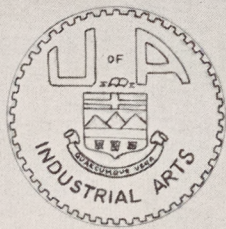
A.E. WILLIAMS



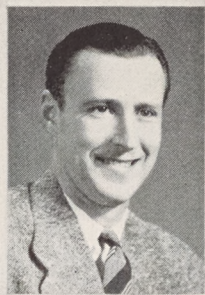
H.G. AMBURY



N. BERG



A.M. BOLDUC



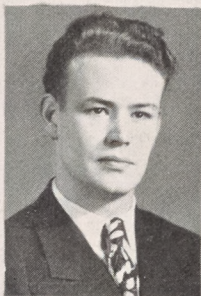
J. CLAPPERTON



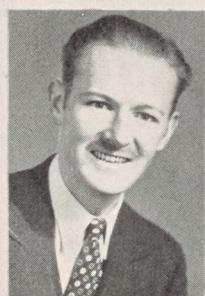
R.H. CUNNINGHAM



A.V. DAUGHERTY



D.C. DICKSON



C.W. EVANS



B.R. JEFFRIES



P.L. KLEM

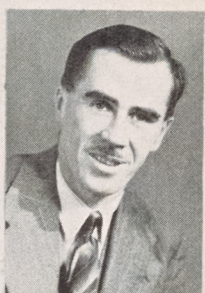


W.L. LOVE

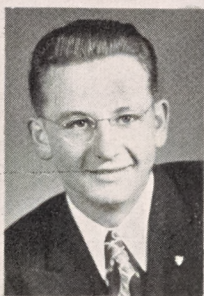
SECOND YEAR



A. LUST



A.G. NICHOLSON



G.J. RANCIER



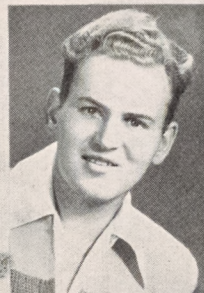
M.G. SIRDIAK



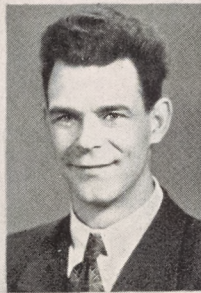
R.C. SMITH



J.S. SPADY



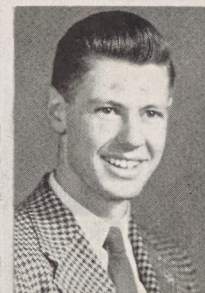
G.A. SUTHERLAND



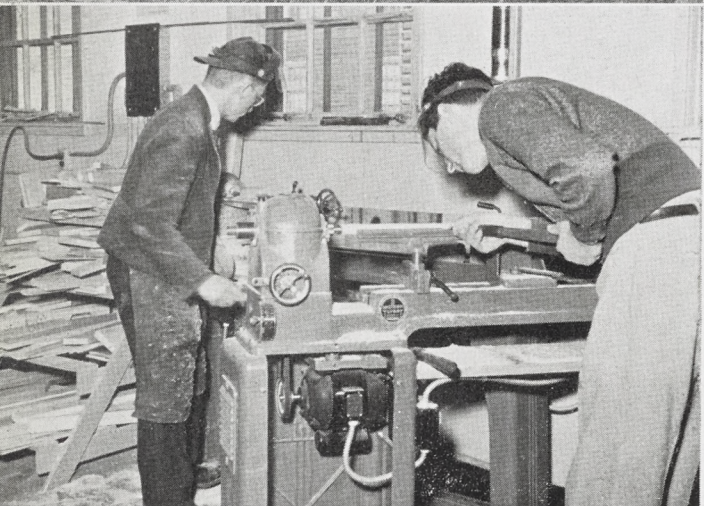
E.A. UMBACH



E.A. WEALE



N.E. WHITTRED



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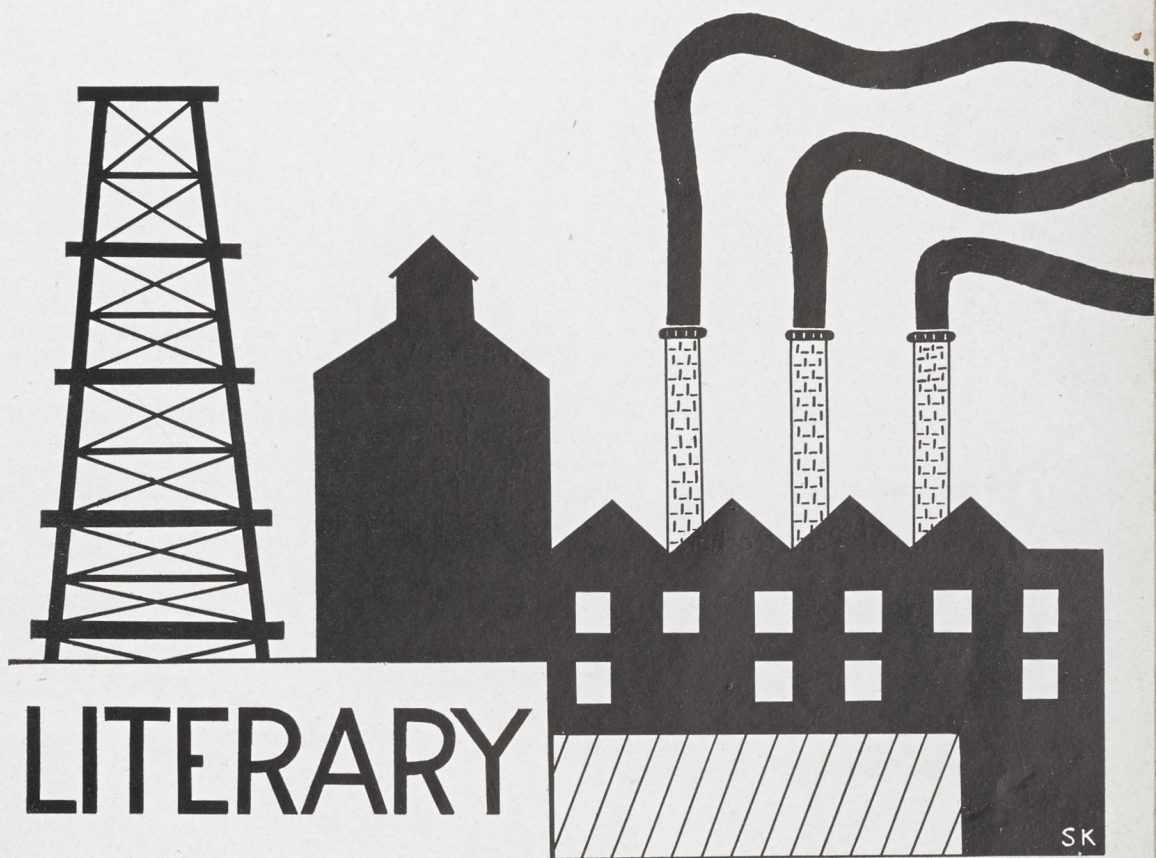
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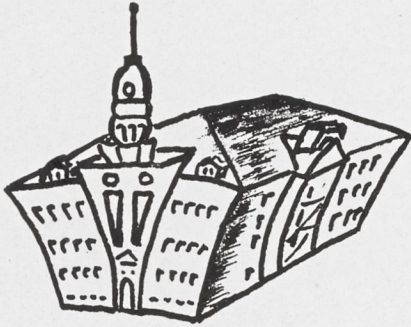


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of Education, was held from January 3, 1906 until April 30 in Central School, now the James Short School. It retained its name of Alberta Normal School until the opening of the Camrose Normal School in 1913, when it became known as the Calgary Normal School. The colors of the institution, azure, navy, and scarlet—used on its pennants, rings, crests, and year books, bear reference to the old A.N.S. of its earliest days.

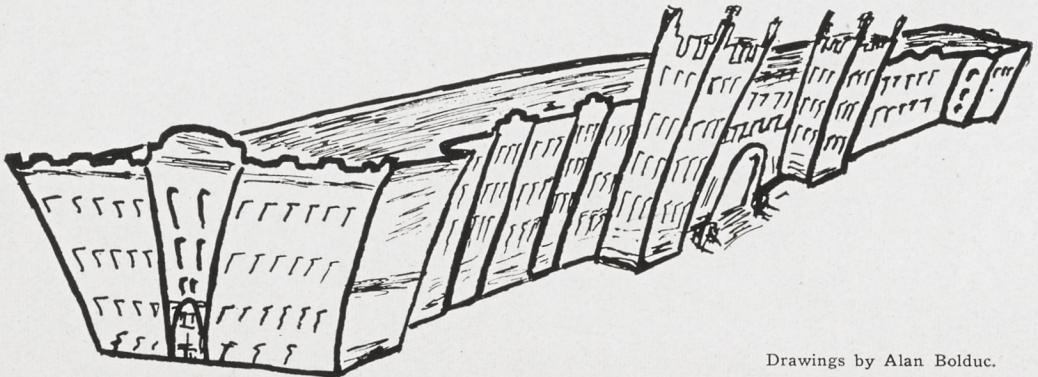
The first principal was Mr. George J. Bryan, assisted by Mr. James McCaig. The first class was small, there being only twenty-six students registered that year, eight men and eighteen women. However, small, though it was, this class included representatives from Ontario, Manitoba, Nova Scotia and Saskatchewan.

By 1908 the Alberta Normal School had outgrown its location, and on November 8, a new building at 6th Street W. and 4th Avenue was opened by Honorable A. C. Rutherford, Minister of Education and Honorable W. H. Cushing, Minister of Public Works. The Normal School under the direction of Dr. E. W. Coffin remained in this building until 1922. During this time a practice school was established and the teacher training course was lengthened to eight months. Also, in 1911, the Strathcona Physical Training Course was established for proficiency in physical education on the part of the student teachers.

How we have grown

Since its beginning in 1906, shortly after the Province of Alberta was formed, the history of the Calgary Normal School has been characterized by steady advancement and a willingness to experiment with new methods which would lead to more effective teacher training.

The first session of the Alberta Normal School, founded by the Department



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By 1922 the training program had expanded to such an extent that it was again necessary to move to a new location. This new location was the Provincial Building housing both the Normal School and The Provincial Institute of Technology and Art. Honorable George P. Smith, Minister of Education, officiated at the laying of the corner-stone of the beautiful building. In 1923 the building was formally opened by Lieutenant Governor Brett and Honorable Perren Baker, Minister of Education. The attendance was increased from 175 to 385 in the 1922 term.

Since that time, with the exception of the war years, Calgary Normal School has remained in the one building. During the war the R.C.A.F. used the Provincial Building as a training school, and the Normal School was held in King Edward School. These quarters were rather cramped, and it was necessary to use Mount Royal School in addition to the demonstration rooms of King Edward School. During this epoch of Normal School history, Dr. W. H. Swift and Mr. G. F. Manning were principals of the institution.

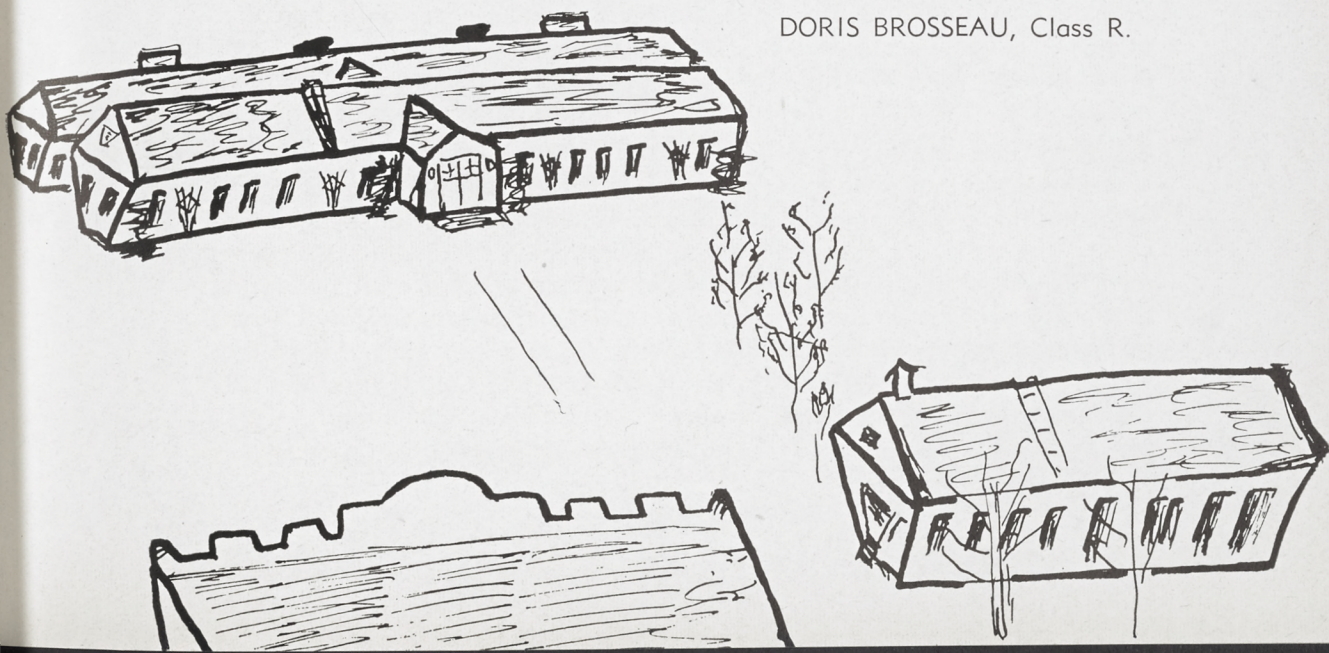
On its return to its own building in the fall of 1945, the Calgary Normal School became a branch of the Faculty of Education, University of Alberta. Mr. Manning was the first director of the Calgary Branch of the Faculty, until his untimely death in March 1946.

Symbolic of the transformation of the school from Normal School to University was the exchange of the motto "Juvare Optamus" and the colors azure, navy and scarlet, for "Quaecumque Vera" and green and gold, the motto and the colors of the University of Alberta.

The activities of the school have always been such as to develop the loyalty of the students, and the school's reputation in the community. Not only has attention been directed towards academic attainments and practice teaching, but also extra-curricular activities have been encouraged. Inter-school contests in sport have always played an important part as also have the many clubs and organizations. Every year the drama and music clubs have presented productions which were quite in keeping with the calibre of the institution.

The Calgary Normal School has brought to the University its prestige, its interest in the welfare of the students, and its enviable record of achievements in the field of teacher training in the Province of Alberta.

DORIS BROSEAU, Class R.



UNIVERSITY WILDCAT OF THE SOUTH

In the period just prior to the First World War, 1914-1918, Calgary was in the middle of a Great Speculative Land Boom. The future looked very promising for this little cow-town and many people thought it would soon be a seething metropolis. A number of very sincere citizens, among them, Mr. W. J. Tregillus and Dr. T. H. Blow, hoping "to adorn the city with cultural appendages" befitting the dazzling projects then under way, set about to establish the University of Calgary.

The group aroused so much enthusiasm that over seven hundred acres of land were donated and the subscription list was well over \$380,000.00. As a temporary measure the University classes met in the Public Library. Mr. Alex Calhoun was librarian. To quote professor Mack S. Eastman, then lecturer, now at the University of Saskatchewan, "Our classes in the Public Library were supposed to be the tentative Calgary College, while awaiting the mansions to be prepared for us on the glory shore up the slope."

"The letter I received at Columbia, N.Y.," continues Mr. Eastman, "bore the letterhead: 'University of Calgary,' but this was just a future hope to 'fancy's eye'."

In spite of the capabilities of the lecturers, Calgary College had no degree granting power. However, as Mr. H. D. Cartwright, one of the students at the time, remarked, "The new University at Edmonton was very fair with us; in all probability because we had some good men here. We had only to take a few courses at U. of A. to get our degrees." Some of the 'good men' were: Dean Braithwaite, Dr. McDougal, Dr. Mack S. Eastman, Dr. C. F. Ward, and Mr. W. N. Sage.

Despite the hopes and wishes of many Calgarians, Calgary College closed in 1915. To quote Dr. Eastman again, "A Royal Commission composed of University Presidents, Walter Murray of Saskatchewan, Sir Robert Falconer of Toronto and Stanley McKenzie of Dalhousie, sat on the problem of higher education in Alberta. They sat hard on "Calgary College" and left only a shadow when they rose. The 'shadow' is the Institute of Technology and Art, which was recommended by this commission, no doubt, as an appeasement to Calgarians.

So we see that private initiative has failed, though not from a lack of enthusiasm. It would appear, that if we are to establish a full-fledged university in Calgary we must have the co-operation of the Provincial Government as well as the support of the Alberta citizens. We must not forget that because of the efforts of a group of active and sincere Calgary citizens we have one faculty established, the Faculty of Education. Let us hope that we may have soon other faculties giving the youth of Calgary and the surrounding area equal opportunities with those offered in Edmonton.

ALBERT RAY ANDERSON, Class "A".

SUMMER JOB

The pick rose and fell in relentless rhythm
Your muscles lifted it up, your muscles slammed it down.
The point could land efficiently in a crack in the aggregate gravel,
It could land with a jar solidly on a rock, jolting you to your toes,
Usually it was the latter.

The sun bore unmercifully on your bare back, you acquired a lovely tan,
Which you hoped would be the envy of your companions.

All around you were great earth trembling machines,
At first their noise bothered you,
Later it regressed to a mere something to curse at.
When the noise stopped,—it happened only rarely,—
It was as though something in you had stopped,
Yet you could not explain why,
Any common sense told you that such noises were welcome only by their
absences.

There were many smells,
Deisel smoke, pipe enamel, and the smells of open prairie, or of dirty back
alleys,

But you were seldom conscience of odors.

You made friends in this work
You laughed at everyone's jokes,
And everyone laughed at your attempts at humor.

You cursed the Irish foreman in his ignorance;
When the big boss came around, you tore at your job with all your strength
As though you had saved it especially for such occasions.

At noon you dropped your tools and ran—the only time you ever ran,
The lunch bucket quickly emptied. Then you slept in the sun,
Why, you did not know, for you always felt more tired after you slept.
Of course you knew better than to talk during lunch hour,
This was done, by mutual understanding on company time only.

The other men on the crew were all older,
But you were the most experienced, having done the same job for years.
You lied about your age the first time, being really only fourteen.
Four other fellows were university students; you taught them many tricks,
The most appreciated were those concerned with leaning on the shovel,
Or as you called it the "Idiot Stick."
Only an expert like yourself could be so slow in doing a simple job.

You talked incessantly on all subjects,
Many passerbys were astonished to hear ditch-diggers arguing such fine
topic as,

Contemporary literature, and the latest theories of Anthropogeography.
The topic of girls was long since exhausted.
All you developed was a bank account.

NORM HOLDEN, Class B.

THE CHARMS OF THE SCHOOLROOM

It is generally understood that teachers spending their first year in a classroom, often endeavouring without much success to restore some sort of order from chaos and pushing unwanted knowledge into the heads of rebellious pupils, are in no way qualified to offer advice about the art of teaching. Of course, the beginner can easily retort that a teacher with five or six years' experience behind him is quite often becoming a bit stale, and advice from such a quarter is of little or no use. But whatever way we may choose to look at it, the fact remains that the new teacher, in his fervour to make good, can often spot problems that the veteran teacher chooses to ignore, or perhaps may not even regard as problems at all. At any rate, although still a novice in the teaching field myself, I intend to give advice; and since it will be read by people who are even less experienced, should give no offence.

While studying at the Faculty of Education, it always annoyed me to hear people speak—so often with a touch of pride—of their fears concerning their first days in the classroom. Apparently, it never occurred to these people to realize that their pupils would be equally apprehensive. A new teacher is not a spectacle to be witnessed every day, and pupils are almost always on their good behaviour while sounding out the teacher's weak spots. So it stands to reason that a firm hand during the first week or two will save much trouble and anxiety during the remainder of the year.

Teaching is not—to use an expression more common to motion picture producers than to educators—a glamorous profession. A schoolroom is drab, though it is the teacher's duty to make it less drab; and there is nothing in the sight of a group of frequently grubby children to arouse any feeling of enchantment in the heart of a teacher. So if there are any glamour-starved members in this year's crop of prospective graduates, they might as well not bother undergoing the strain of final examinations, because they'll live to rue the day they ever went to so much trouble and expense.

But glamour, although all very well in its place, can become a bit cloying at times and small doses are far more invigorating than large ones. It is for this reason that a schoolroom can be so satisfying. It may be monotonous—in fact, it often is monotonous—but new problems are always ready to leap out at one when they are least expected. A day that may start drearily is quite likely to end in a minor blaze of glory; and because children have such a lot of bounce and enthusiasm, the most cynical teacher is apt to find himself sharing that enthusiasm—in a somewhat milder way of course. This does not mean that there will be not moments of quiet despair and feelings of utter frustration. Such moments, I should imagine, come to the best of school teachers in the most admirably-run school rooms. What I do want to say is that the life in a schoolroom is never entirely humdrum, no matter what one may hear to the contrary from outsiders. There are always nosebleeds or cut fingers if nothing else, to break the monotony.

To those people who have lived most of their lives in the city and are contemplating accepting country or small town schools next year, a word to the wise should be quite sufficient. Go your own way, but go with restraint. It may prove annoying at first to learn that the entire community

knows at what time you go to bed, or is aware of the precise moment at which you hang new curtains in your teacherage and make suitable comments concerning both functions. You may resent the fact that your teacherage is the coldest and shabbiest house in the district. But we all have our crosses to bear and if the teacher's is somewhat heavier than most people's, the least he can do is to bear it sturdily. There are really two roads down which a teacher may travel during his or her sojourn in a country district. The teacher may be entirely abandoned and do as he pleases with a total disregard for village tongs; or he may be rather more discreet and decide that a reputation, even among comparative strangers is an important thing. Besides, it is so easy to lose the respect of one's pupils, and once lost, it is difficult to retrieve. However, it is up to the teacher to choose the route that looks most inviting. On a teacher's salary, the latter is usually the most sensible course to take.

As far as contributing to the social life of the town is concerned, it is best to exercise extreme caution. No teacher however talented and versatile, can expect to enter a district and immediately set about reforming it. That would be a pretty hopeless task anyhow, but there are always a few who are daring enough to try it. In most cases, the new teacher receives a fair number of invitations to join clubs and various local organizations, but the teacher should not feel slighted if his acceptance or refusal to join are accepted with equal indifference and composure. For after all, a teacher is seldom a permanent fixture in the community. He may have something to contribute in the way of musical or dramatic ability, or he may possess a flair for athletics. But it should be borne in mind that a well-run schoolroom is usually the result of hours of study on the part of the teacher which doesn't leave much time for dashing about the country in the pursuit of rural pleasures. Also it is well to remember that most parents take more pride in their child's progress at school than in their own cultural acquisitions. A good report card can be displayed to all and sundry; while leanings towards an appreciation or music and literature are best kept for private contemplation.

I have already mentioned schoolroom problems and will mention them once again. There are dozens. There is the child who after several years at school, cannot read and shows no desire to do so; there is the boy of mature years sitting sullenly among urchins of nine or ten who is not hesitant about revealing his utter repugnance for education in all shapes and forms. There is the tale bearing child, the child who rules at home and sees no reason why he shouldn't rule at school as well. There are boys who remain stonily silent during singing period, the youngster whose misfortune it is to cut or scratch himself without the slightest provocation—all of them minor problems of course, but all of them needing individual solutions. Such examples as those just cited may not be met with all at once, not at any rate in a one-room rural school. But those who will be teaching in small town schools may find themselves switching classes with other teachers. It is then that one gets a chance to study all types.

Teaching does offer splendid opportunities for the study of human nature for those who are interested in that kind of thing. No two children are alike as most of us know, and it follows that no two children can be treated in the same way. One requires the strictest discipline, while to an-

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other, discipline must be of a very subtle nature. That is why the school-room is never actually dull. And the realization that a child recognized as "difficult" is becoming less troublesome, or another with a reputation for icy silence when it pleases him to cloak himself in that sort of armour has thawed noticeably, are very satisfactory compensations for the din, the sometimes appalling confusion—particularly during recess during the cold weather—and the never ending questions for which it is often so difficult to find a suitable answer.

In conclusion, I can only say that if you think I have been condescending about a subject of which I must know very little, wait until you have been teaching for seven or eight months. By then, you will think you know it all too.

ALLEN CAMPBELL, Class of '48.



CONGRATULATIONS!

We wish to congratulate Mr. Emery Gruninger, an Industrial Arts Student in our faculty, for being awarded the Distinguished Flying Cross. Flying Officer Gruninger served actively over Germany from 1942 until June 1944, when he became an instructor until his discharge in August 1945.

Such sterling qualities of leadership we are sure, will carry over to Mr. Gruninger's work in teaching and make him a notable asset to our profession.

HOWIE AMBURY.



AND THE PURSUIT OF HAPPINESS

The grade twelve graduating class was listening to the exciting futures forecast for its members. Doctors, lawyers, architects, artists, writers, business men, nurses, scientists and career women filled the prophetic ranks. The amateur swami concluded "I see Annie Herrick in the crystal ball—she is standing at the front of a large room—I see something long in her hand—it is a piece of wood—she is writing on the wall with something white. Yes, Annie will be a teacher! Gales of laughter greeted this anticlimax to all the grandiose predictions. Oddly enough, it was the only prediction destined to become a reality. After the speeches everyone crowded around Annie to ask if she really intended to become a teacher. When she affirmed their worst fears many hastily revised their previous opinion of her. Annie was born with a firm will and all their ridicule, scorn and entreaties failed to change her mind as others among them had been swayed from one calling to another. She was determined to be a teacher!

Talking to one of her adult friends during the holidays, she was told, "Teaching is a noble profession, one to which anyone should be proud to belong. It is an important and worthwhile service to the community, and teachers are the leaders of the community. I suppose these are the things that have attracted you to it."

"Nonsense" replied Annie, "I want to be a teacher because I think I shall enjoy working with children, and even more because with the increase in salaries I think I can make a reasonably decent living at a respectable job."

Her friend was horrified at this immoral attitude toward teaching. "If all teachers had that view it would soon ruin the profession," she declared.

"On the contrary," retorted Annie, "if all the teachers had that view there would be better teachers in the school. They have had the self-sacrificing view for years and have been treated like dirt. Perhaps, the new outlook will produce better qualified teachers and a decent standard of living for them."

"Perhaps," said her friend with disgust, "but since we are supplying the salaries as taxpayers I do not see any reason for paying high salaries to plain teachers."

With noble self-restraint, Annie smiled and remarked on the nice weather for the middle of September.

On registration day, Annie received her first shock. To begin with, she had to pay \$45.00 per month for a badly ventilated, damp basement room in a house full of ill-mannered children, on the opposite side of the city from the school. Next, when she registered she found the Normal School was part of the University, had been for more than a year, but no one ever publicized the fact. That meant university fees to pay with assessments for every imaginable and imaginary thing. The total fee was a staggering \$150.00, almost half again what she had expected to pay. But in text books lay Annie's Waterloo. After she had finished buying the required books, often written by the instructor, for a total of \$50.00, she found herself the rather disconcerted possessor of a full \$20.00 worth of the pub-

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ishers' art. To add insult to injury there were the quaint little collections of five, ten or twenty-five cents made from time to time in order to fortify various ailing organizations.

"Imagine that", mused Annie one day. "Only about \$550.00 for one year of university, not to mention clothes and train fare and shows and church and stree-car fare and the thousand unexpecteds which come up at the most inopportune moments. If Father had not had a good flax crop this year I would be a nursemaid to hogs right now. It really is a cheerful thought, I will only be in debt two hundred dollars. Yes, the future looks bright."

The first week was spent by everyone industriously labouring over confusing and incomprehensible tests which the instructors honestly and cheerfully admitted meant exactly nothing on their record. The one bright spot was the get-together held to familiarize everyone with the school, the instructors and each other.

"It is certainly a very good idea and I know all the students appreciate it," said Annie to herself.

The multitude of courses she was taking never bothered Annie much. Luckily there was relatively little homework. If there had been much in each subject it just could not have been done. One feature which pleased Annie so very much was the gratifying manner in which the courses correlated. The instructors treated the students as equals and as friends; the students reciprocated by having a warm regard for them. Since Annie was by nature an amiable person, this was a theme of many letters home. Life was not a bed of roses, however. Many times did Annie and her close chums lament, not without reason, the vast amount of theory poured into their neophyte minds.

"If only we could get out into the classrooms long enough to see how an enterprise is run, to see children react in everyday situations, to understand the reason for certain methods and the things to avoid. Oh, there is so much of interest and importance to learn right in the actual teaching situation."

"I know what you mean, Annie," stated one of the boys, "I missed the whole point of an art lesson on Thursday, and got a D, because I had not been told how to bring out that point or even to know exactly what was wanted."

"I hear they may send us out with another teacher in a rural school for May and June," added a city-bred girl. "I have never been in a room with two grades together, let alone eight or nine. It makes me feel like crying to think of teaching nine grades at once."

"Look at poor Doris Lockrem. She has a wee small voice and a very timid manner. Could she handle fifteen and sixteen year old boys if they got rowdy? She has not had a chance to learn to apply discipline. I feel sorry for her," sympathized Annie.

Toward the end of the school year, many students were getting very apathetic toward their courses, their marks and teaching in general.

"Just like high school," said one.

"I haven't got a clue," said another, dispondently.

"School spirit is dead and I was one of the pall bearers because you know, I turned down the job I was offered as the "Bulletin" secretary. I wish I had taken it. I would have an interest in this place if I had," be-moaned a third.

"I am worried about the final exams," said Annie, "They are so different from the ones I am used to, and I can never make a good mark." One bright ray of hope touched her thoughts. "I know a teacher who was asked to the Practice School, and she never made high marks. Maybe there is hope for us, too."

"I am tired of listening to all that theory and I do not care whether I pass or not. There is such a shortage of teachers that they will not fail anybody. By the way, I am going to skip Math. again today." (He learned to his sorrow that despite the Canadian teacher shortage there still were standards of achievements to be met.)

Life has moments which are tenderly guarded as rare jewels. To Annie, one of these was the speech made on graduation day by the director, a dear old man beloved by every student, who, as everyone knew except himself, would not be back again to praise the successful and encourage those in difficulty. When he had finished his good-bye to the group, Annie was not the only one who shed a few surreptitious tears. She thought back over the highlights of the year with nostalgia; the first frightening days in a new world, among strange people; the discovery of interesting people, and some never-to-be-forgotten persons who make life richer and happier for having known them; those wonderful dances and moonlight walks with Eldon; the encouraging talks with fellow students and instructors; practice teaching; the lead in the class play; the assignment handed in late; the wonderful, marvellous, perfect year that cost \$1,000.00 and was worth \$1,000,000.00.

Two weeks later Annie was a real teacher in her own school with her own ten little pupils. The windows were broken, the pump was stuck, the roof leaked, the school yard was gumbo mud, the piano was out of tune, (but so were the children), the texts were torn and dirty, and the teacherage was under two feet of water, but Miss Annie Herrick was a teacher and thoroughly enjoying it. And why not?

KENNETH McKIE, Class R.

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THE FIFTY-TWO STEPS

They scale the highest peak, and then some, in search of a worthwhile vocation.

The university students attending the Calgary Branch of the Faculty of Education are required to obtain much of their training on the third floor of the University Building. Let us state statisticly that this is a climb of fifty-two steps from the ground floor to the third floor. Yes, those seven-inch-high steps have been trod on for the past twenty-six years and show little signs of wear. Seven inches seems very little at the time, but it totals up to 25,480 feet during the course of one year. We may add, that most students frequent the cafeteria once a day and this adds 6,160 feet to their ascent. This is a grand total of 31,640 feet; Mount Everest is only 29,140 feet high.

Now the problem is solved mathematically. The conclusion—Faculty of Education students (Calgary Branch) surpass the world's highest peak at the rate of seven inches per step. The hard way'n'est—"pas?"

ALAN MEIKLEJOHN, Class "P".



WHAT IS THE FUNCTION OF THE UNIVERSITY?

The ideals of a university have grown through the centuries. The old universities of the Middle Ages attracted a selected group of students. Generally speaking, they came from the intellectual elite. What is more, when they attended university, they attached themselves to a tutor and learned as much from his personality as they did from what he taught.

How different were these universities from the universities of today? The modern universities are jammed with students most of whom have a very meagre cultural background. The old tutorial system has given way to a system of lecturing in which the student is fortunate if he sees his professor twice a year. This change is the result of the coming of industry and compulsory free schooling. Industry demanded better educated employees and compulsory schooling brought to the students an interest and knowledge of the possibilities of university training. Industrial demands and a desire to earn a better living have combined with an enormously increased university population to cause the overcrowding in the halls of higher learning.

This great influx of students to the universities has been the cause of many grave problems. One of the most important of these is the question of liberal education versus vocational training. This problem reached its peak with the coming of the D.V.A. students and the D.V.A. demands that they be educated for employment. These students helped to emphasize the fact that universities are losing their original purpose and are becoming vocational training schools.

Surveys show that we are specializing too soon and missing much of general education. It is this general education which enables a student to see his position in society and to understand the human implications of the great scientific advances of the age. The situation has become so deplorable that the dean of one college stated that: "Specialization is the enemy of true education".

Whether one believes this or not it is obvious that the majority of students are at university because of purely utilitarian motives. They attend university not for what they can learn but for what they will be able to earn.

What is the effect of this movement on our university, the University of Alberta? Recently a committee studied this problem by reviewing the enrollment of each faculty, for a number of years. From the facts revealed by the committee, it was decided that in the University of Alberta there is a definite trend towards scientific studies at the expense of the humanities.

It was noted that the majority of students enter university with a vocation in mind and enroll only in courses that have vocational interest or that have the best employment prospects. Other courses, such as those in philosophy or sociology, must be listed as a required course, or they are likely to be ignored. This shows a decidedly poor attitude towards higher learning. Perhaps it is the student's attitude, perhaps it is the demands of industry or society that places the emphasis on the training for vocations. But whatever the cause the problem of specialization versus liberal education must be solved. In solving it, one should remember that if there is a difference (there shouldn't be) between "training for citizenship" and "training for earning a living", the primary aim of university is "training for citizenship."

BOB HARRIS, Class P.

THE WISE-FOOLISH NOTE

Dear Freshmen:—

Because we were once one of you, and you so much aspire to become one of us (rumors are that some of you even intend to pass this year) there are a few small words of wisdom we should like to pass along. Perhaps it is too early to expect that you will be grateful. But this time next year, those of you still waging war in the battlefield of education will, no doubt, pause for a truce and murmur, "They told us so."

Komrads! (as our socialist friends would say), the sophomore principle to be marked N.B. (never break) is to drop the Iron Curtain around all freshmen. Impress them with your divine right of rule. Saturate them with propaganda that they are now members of a normal school—oops!—UNIVERSITY! Force them to take over the humbler positions, like council president and bus boy for the director's bulletin board. And never step down from your pedestal; their's would be too high for you. Then, if during the year you begin to feel that there are a few topics you are not fully informed on, don't hesitate to drop in on a class now and again. If you're lucky, the professor might really teach you a thing or two! Who knows? You may even end up by becoming Progressively Interested in Enterprise Procedures. Even though we do not predict such immediate success for all of you, we do wish you all the success you are capable of obtaining.

Up to this point our remarks have been solely directed to the first-year education students. Now we shall aim at the largest part of our happy family, the Junior E's and I's. Did you know someone is thinking of changing your name to C's and I's? Cowboys and Indians would be much more appropriate. Or have you never been in the halls when they change classes?

First of all, please realize that we have your interests at heart. We was once a Jr. E and I ourself. (If that sounds like bad grammar, you try using the editorial we). You are terribly overworked, you never get 'a chance to express your opinions, and you just know your practice teaching mark would have been an "A" if it hadn't been for that awful kid in grade nine! We understand. More important, from our whole year of teaching experience, we can help you. Listen carefully now kiddies!

You are now on your way to your first school at Gopher Corners. In fact the slow train has just picked up speed leaving you on what you dimly imagine must be a platform. You are surrounded by bush country. There is no one to meet you, of course, so you sling your trunk on your shoulder, mount your trusty bicycle and wobble off, peering fearfully over the book box on the handlebars. After about twelve or fourteen miles, just as the sun is setting, you see something in the distance—it's Noah's Ark, it's a billboard, it's the teacherage! Thankfully you crawl in through a broken window. Completely exhausted, you sleep so soundly that night that you don't even hear the rattle of the stove lids as the wind sweeps through the chinks in the walls.

Now it is the first day of school. You have come early as Mr. Graham told you. You sweep the floor, dust the desks, carry in water, meet the furnace, (after all it will be winter soon and you want to be old friends by

then), tack up your timetable and fill the boards with seatwork exercises. Then you sit at your desk and say good-morning in a very small voice as each pupil arrives. They don't seem to understand English but you feel sure you will soon be able to teach them. The day is off to a good start and it goes on—and on—at last four o'clock comes. All the pupils go home, promising to come back tomorrow, but you stay on—and on—and on. When you do get home again it's dark and though you would like a little light to brush your teeth by, someone told you that Coleman lamps explode the first time, so you go to bed instead.

During the first two weeks you fit like a square peg in a round hole into this strange new environment. You learn that the local farmers know a little more than you thought they knew; you take the knees out of those black nylons playing baseball; you go to a barn dance and the most courageous bachelor in the district takes you home; you make a trip to town to beard the proverbial divisional board in its den! Two weeks seem longer than a term, yet ten months go by and you're finished—even if you do have to take your returns home to let your father figure out.

Story's done. Maybe we'll all meet in Edmonton, if they don't decide to move the university down here in the meantime.

Sincerely, A Sophomore.

LOIS WILLMOTT, Class "R".

EDUCATIONAL PSYCHOLOGY

Essentials of sensory, social perceptions,
Symbolic, effective conception formation,
Or tactile, esthetic, olfactory perception—
What joy for professors! What major deceptions!
What notes on delusions, illusions, diffusions,
And essays on normals, abnormals, subnormals,
Projective techniques for intelligents, normals.
And those at the bottom, their minds in confusion.—
Can teachers in future still teach any sense
When pumped full of goo like Psychology dense?

MICHIE NAKANE, Class "C".

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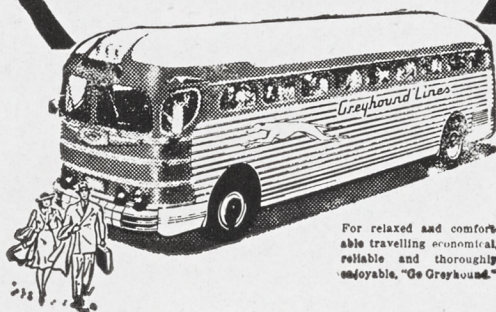
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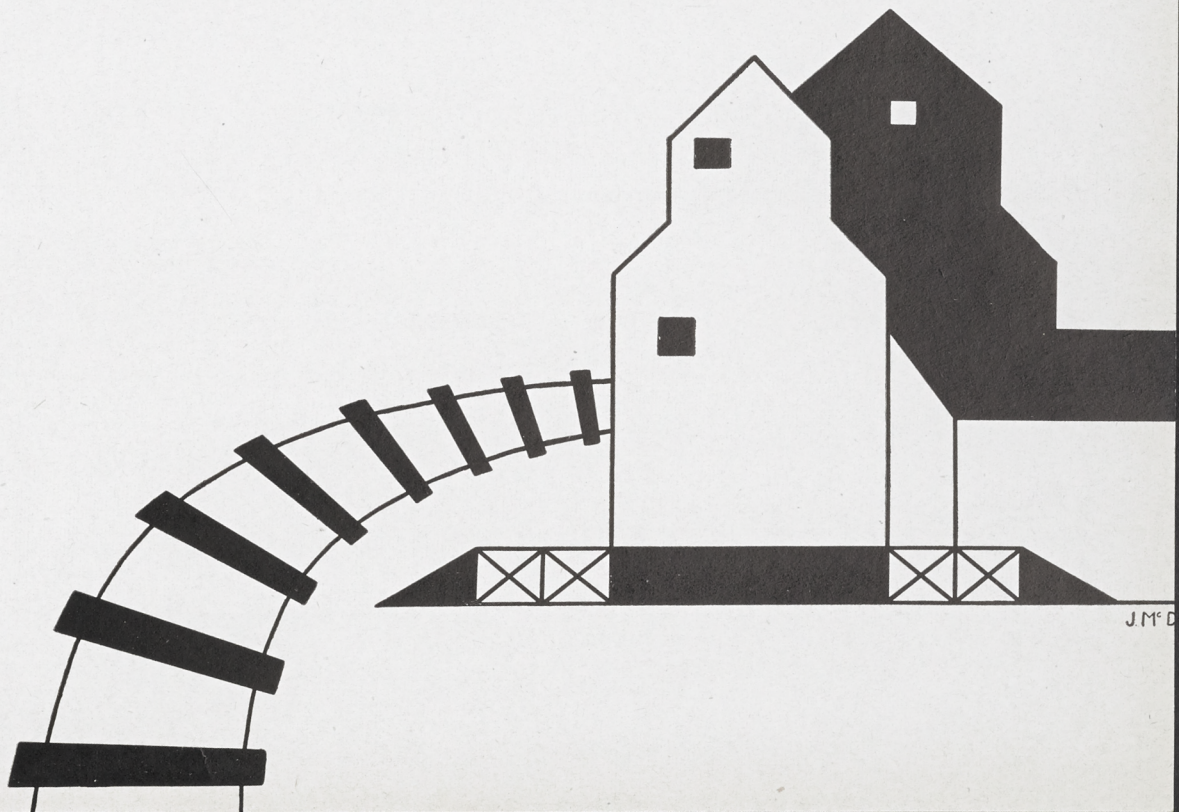
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GREYHOUND



ACTIVITIES





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The Editors Speak . . .

The editors of this, our third publication of the *Evergreen and Gold*, sincerely tried to give the students an annual that represents an overview of the year '48 and '49 at the Faculty of Education in Calgary. In this attempt our staff has given a great deal of their time while many of you have given only your monetary wealth—a Year Book has a financial side, too.

However, we do not want you to consider only this side, but to value the book as a keepsake that will endear itself as the years go by.

In our thanks department we extend tokens of our gratefulness to the following members of the staff: First, Miss Chittick, for her interest and untiring source of aid. Without her guidance the publication might not have been conceived. Next, to Mr. Irwin, a source of inspiration, and technical adviser of the art which forms a noticeable highlight. From Art to Literature is not a wide gap and we bridge the difference to thank Mr. Buxton and Miss Fisher for assistance on the literary section. We should like also to thank Mr. Millar, our business adviser.

Members of the staff are not the only ones who deserve recognition for their services. We should like to give special thanks to Don Dickson and his staff who have obtained the best advertising sales record for many years.

A Year Book without pictures or drawings would not be a Year Book at all. And this would have happened without the excellent work of Barrie Jeffries, our staff photographer, and Alan Bolduc, our Art Editor. This credit is shared, however, as the designs of the section headings, cover design and end papers are the work of Miss Niwa, Mr. McDonald, Mr. Kondratiuk, Mr. Evans and Mr. Harris.

The Year Book needs have copy, too, and this material must be typed. To Miss Schultz, Miss Tillotson and Miss Konkin go our gratitude in taking on this onerous task.

Even though this publication is mostly the work of the students, some technical aid is required. So we thank Brigden's Photo-Engravers, the Tigerstedt Studios, and the Phoenix Press for their fine professional work. Also we are most grateful for the patronage of many business firms who have given us financial aid through their advertisements.

Finally, to the members of the Year Book staff and to all others who assisted us in making this edition of the *Evergreen and Gold* possible we say,

Nobis gratiae sumus

GRANT REDDICK, Editor.

LILLIAN BERCZIK, Associate Editor.

EDUCATION UNDERGRADUATE SOCIETY

The Education Undergraduate Society was founded in Edmonton in 1946 and was organized to promote some recreation in the Faculty of Education apart from class activities. It is the Faculty Club, designed to further the aims and objectives of the Alberta Teachers' Association, seek at all times to integrate activities in the interests of the student body as a whole, and to act as liaison between the Staff and the Students of the Faculty.

In 1947, the Calgary Branch of the University of Alberta formed an E.U.S. in an attempt to expand the feeling of professionalism among the students. It was a newly formed club and as a result did little more than set the stage for the following year.

The 1948-49 session saw the E.U.S. still in its infancy but with a brighter outlook for the future. Arrangements have been made to establish an A.T.A. Local in the Calgary Branch. Emphasis has been centered around activities which encourage professionalism, in order that Faculty students, who will be our future teachers, will leave the school with a broader education than is found in textbooks. School teaching is at last being recognized as an important profession.

The E.U.S. executive includes:

Mr. A. L. Doucette—Director of the Faculty of Education, Honorary President.

Hon. I. C. Casey—Minister of Education, second Honorary President.

Mr. B. R. Jeffries—President.

Mr. J. R. Hilchie—Vice-President until January 1949.

Mr. D. Dickson—Vice-President after January 1949.

Miss J. V. Liddell—Secretary-Treasurer.

Miss H. Neilsen—Publicity Director.

Mr. R. Nissen—Faculty Representative.

Mrs. R. Campbell—Professional Emphasis Committee.

Miss A. Clappison—Professional Emphasis Committee.

Continued on Page 83



WESTERN CANADA CONFERENCE OF STUDENT TEACHERS

A Western Canada Conference of Student Teachers (W.C.C.S.T.) was sponsored by the E.U.S. of Edmonton, January 17-20, 1949. Manitoba sent three delegates, Saskatchewan, three delegates, British Columbia, two delegates, and Calgary, two delegates. The Calgary delegates were Ruby Campbell and Donald Dickson.

The E.U.S. of Edmonton is very active and its interest in what other provinces were doing in their teaching education institutions brought about the conference.

Purpose of the Conference can be stated thus:

1. To foster a fraternal and professional feeling among teachers in training in Western Canada and eventually the whole Dominion.
2. To stimulate a greater sense of professionalism in student teachers by study and discussion of topics vital to the profession.
3. To view and compare the teacher training courses in the different provinces.

Topics discussed at the conference were:

1. Qualifications, Training and Certification.
2. Professionalism through Teachers' Organizations.
3. Student Teacher Participation in Professionalism.
4. Improving the Prestige of the Teacher in the Community.

Out of these topics a number of resolutions resulted. A resolutions committee was elected with Donald Dickson as chairman.

The chief problems embodied in the resolutions were:

1. A Student Teachers' Organization — Immediate steps were taken to make a permanent federation. A committee was formed with a representative from each province and with the responsibility of initiating and working out plans for future Student Teacher Conferences.
2. Teacher Training—Six important resolutions came under this heading: This is the main function of any Teacher Training Institution. The six were:
 1. That greater emphasis be placed on character, personality and maturity, in the selection of candidates through a long-term guidance and testing program.
 2. That teacher training institutions make further attempts to approximate the ungraded school situation in their practice teaching set-up.
 3. That teacher training programs familiarize students with social welfare services and facilities and university extension services.
 4. That the W.C.C.S.T. go on record as favoring a standard minimum of practice teaching approaching that set by the province with the present highest minimum standard.
 5. That the departments of education and teacher organizations give greater encouragement to teachers to continue and improve their professional and general education.

Evergreen & Gold

6. That various teacher training institutions be asked to arrange at the earliest possible time a series of model demonstrations lessons in classrooms or through films.
3. Teachers Organization and Professionalism among Student Teachers: The delegates felt that Student Teachers lacked knowledge in relation to this topic. More information should be made available to the student teachers in respect to their various provincial organizations. Student Teachers in both formal and informal discussions are striving to evolve some satisfactory philosophy of education and it would seem that the logical source of information is their own organizations. Student teachers also have a keen interest in the curriculum, in standards and text-books but they receive little information on these until they go out teaching.
4. Educational Research: It was the unanimous opinion of the delegates that further research was needed in the educational field.
5. Salaries and Tenure: This topic is dear to all our hearts and the resolutions were passed in order to show our different Teachers' Organizations that the Student Teachers were behind them in securing satisfactory salaries.
6. Dominion and Provincial Aid: It was felt the Dominion and Provincial Governments should help finance further study in education.

I feel the Conference was a success. All delegates were full of enthusiasm and, I'm certain, went home to pass this enthusiasm on to the student bodies they represented.

RUBY CAMPBELL, Class A.



Wauneita
Initiation



THE WAUNEITA SOCIETY

The Wauneita Society launched into its second year here with a bang. Several days after registration, a formal Tea was held in honor of the Freshettes. Then elections were held. The following executive was elected to office: President, Millie Grey; Vice-president, Jean Buckles; Secretary-treasurer, Amy Okazaki; Freshman representative, Joyce Brookall; Sophomore Representative, Inez Walker; Class A representative, Norma Dodds; Class B representative, Mary Ferbey; Class C representative, Julia Nolan; Class D representative, Helen Pecover; Social Convenor (appointed), Marg. Laut; Honorary President, Mrs. Finn.

Several weeks later, the Initiation Ceremony took place. The girls wore Indian blankets and moccasins and proceeded to follow their leader on a two-mile trek to an island in the Bow River. Fires were made, a sing-song organized, then a weiner roast followed. All those in attendance enjoyed the evening very much even though blisters and sore muscles developed the next day.

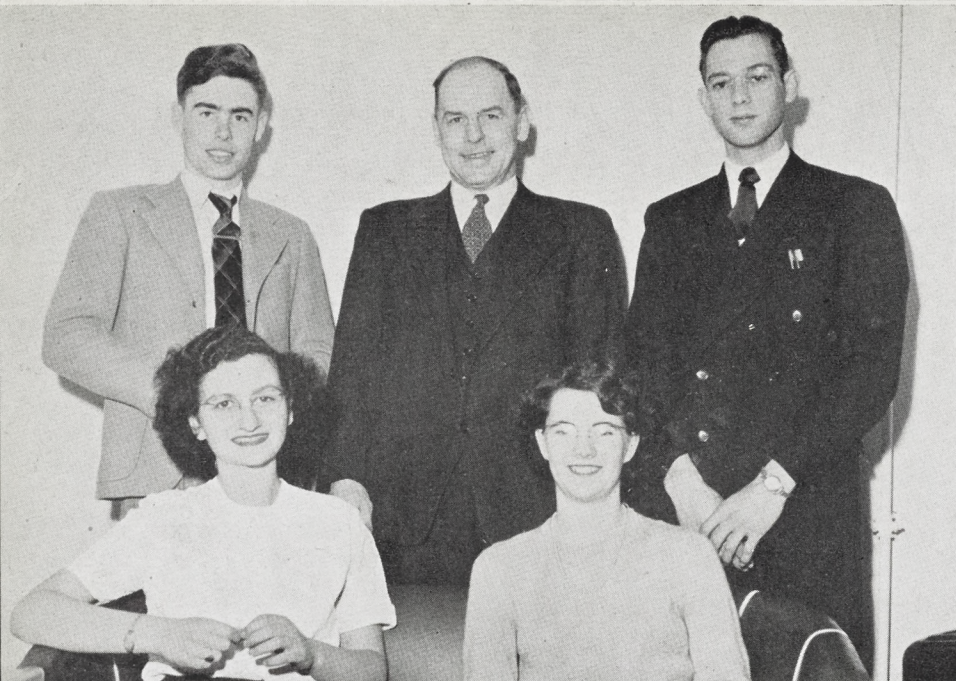
We all agree, though, that the Wauneita Ball on January 28th, was the major function of the year. Everyone helped to make it a success—even the boys. Marg. Laut, our social convenor, with the help of her committee, transformed our auditorium into a fairyland of streamers and snowflakes.

The students were received by the President, Millie Grey, Honorary President, Mrs. Finn, and by Mr. and Mrs. Doucette and Dr. Sheane.

Just before intermission, Mr. and Mrs. Doucette led a snake dance into the cafeteria where lunch was capably served by Lois Willmott, Inez Walker, Betty Pearson and Amy Okazaki. Our master of ceremonies was George Sutherland. Music was supplied by Hamilton's Orchestra.

In conclusion, may I add a personal note. As I look back on the year just past, I should like to express my appreciation for the co-operation given me by my Executive and the members of the Wauneita Society. I have enjoyed every minute as President of this enthusiastic organization.

MILLIE GREY, President, Wauneita Society.



DRAMA CLUB

An enthusiastic group of dramatists, egotists, and fools lined up on the slope of Drama Mountain to watch the competitions for the executive positions of the club. Those successful in completing the jump were:

Mar. Belanger, President; Don Campbell, Vice-President; Lil Berger, Secretary; Ray Reiffenstein, Treasurer.

Most of the spectators then joined in skiing, tobogganing or sliding down the mountain of work which comprised the Christmas play, "Why the Chimes Rang." The success of this served as a chair-tow to carry us back to the top of Mt. Drama for the start of the Spring term. Novices and experts alike stopped off at the Ski Lodge of Knowledge, concerning plays and concerts in a one room school, before digging in with our poles and sailing safely down the slope to the presentation of three on-act plays, "Johnny Dunn"; "The Thriced Promised Bride" and "The Happy Journey." Tired but happy, because of things accomplished, friends made and knowledge gained we put our skis and poles over our shoulders and trudged home.

MARG. BELANGER, Class P.





CHORAL SOCIETY

Anyone passing Room 302 Thursday nights between four and five would be carried out of this world by the sound of angel voices singing heavenly songs. Well, anyway, they would have heard the Choir practising. Is there any difference? We have had a busy enjoyable season under the direction of our choir master, Mr. Graham, whose originality and capable leadership have often pleased so many listeners.

During the fall term, our group composed of sixty-five members spent most of its time practising Christmas Carols, which we sang over station CJCJ, December 12. We also assisted the Drama Club in their presentation of "Why the Chimes Rang" by singing carols and providing background music.

Immediately after the holidays we were busy again exercising our vocal cords on some old English madrigals and a few folk songs. At present we are planning on presenting these songs over the air, and also at a special performance to be held this spring.

Some credit for our success should be given to the officers of our society.

The members elected to the executive at the beginning of the term are as follows:

President, Barbara Millett; Vice-President, Lloyd Gover; 1st term; Don Hagen, 2nd term; Secretary, Fern Walton; Treasurer, Bob Stephens; Librarians, H. Pecover, B. Charlton, R. M. Blust.

Leaders of the sections: Soprano, June Warkentin; Alto, Mary Giffen; Tenor, Don Hagen; Bass, Joe Neufeld.

The choral society would like to take this opportunity to express appreciation of Mr. Graham's work in directing and planning the activities of the choral society.

FERN WALTON, Class D.



C. U. R. M. A.

Many have wondered what these letters mean.

What do they mean? C.U.R.M.A. means the Canadian University Returned Men's Association. It is an off-campus club organized in most of the Universities across Canada.

Who may join? University students and professors who are veterans of World War II. (Whether vets of the 1914 fiasco may join is a moot point, and one on which we are under advisement.)

What is its purpose? To further the interests of veterans in matters such as housing, summer jobs, D.V.A. regulations, etc., and to provide a social club where veterans may discuss matters of mutual interest and where they may enjoy entertainment suitable to their tastes. So far this year the group has held a smoker in the Legion and a Pot-luck Supper in the Cafeteria of the Education Building. One or two other events are planned for the balance of the year. C.U.R.M.A. assets provide a fund which may be loaned to members to cover unforeseen contingency where no other means are available. Who are its officers?: President, Don Dickson; Vice-President, Eldred Umbach; Secretary-treasurer, Garry Davies.

Over 98% of those eligible for membership in the Calgary Branch are members. Can any club in the University (except the E.U.S. whose membership is compulsory) boast a better record?

HOWIE G. AMBURY.





THE CATHOLIC DISCUSSION CLUB

The Catholic Discussion Club began another promising year in October, under the direction of Reverend Father Le Fort. Meetings held at St. Francis' Hall were attended by students from Tech. and the Faculty of Education.

At the first meeting, which was arranged for the purpose of electing officers and getting acquainted, Virginia McHugh and Terry McLellan were elected President and Secretary-Treasurer respectively.

Topics discussed were Christian ethics and the various phases of Catholic doctrine. Second, but not least, problems which we as teachers will be bound to face were considered.

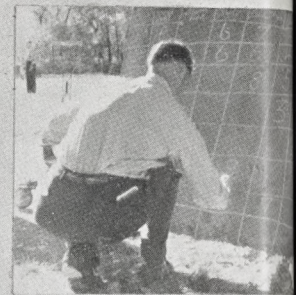
Various social activities were held during the year. The event best remembered was the Christmas Social held Sunday evening, December 13. At the end of the year we hope to hold a formal banquet. This will mark the close of a very successful year for the club.

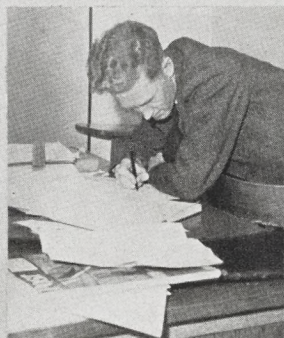
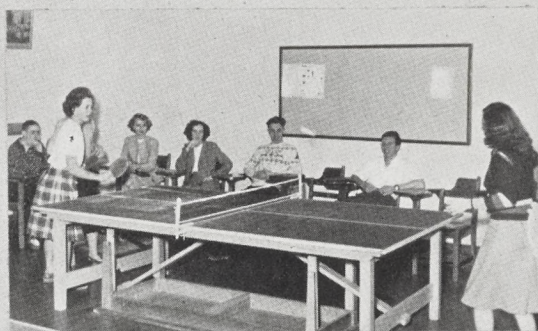
VIRGINIA MCHUGH, Class "C".

ON THE THRESHOLD

To BETTER the lot of my fellow man
 More than ever the statesman can,
 To widen his vision, to allay his fears,
 To uplift his eyes, to prevent his tears;
 To instil in him more of moral good
 Than ever religious and clergy could,
 To give him direction—a humble pride,
 Simplicity, patience, and more beside;
 Wisdom and care and kindness—
 To love home more, nor people less—
 To enliven his interest in all around,
 In smell and taste—in sight and sound;
 To make him dutiful, glad, and free,
 Skillful, and thoughtful; **this** rests with me.
 And how much more, I cannot tell —
 Pray Heaven that I may acquit myself well . . .

C. W. H. EVANS, Class "X".





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ATHLETIC BOARD

The Athletic Board has practically completed another year, and a very active one directing sports and looking after all types of athletic equipment.

On the Board this year were: Chairman, Lou Goodwin; Vice-Chairman, Len Cooper; Secretary, Kay Sykes; Treasurer, Audrey Sanford; Publicity Manager, Alan Meiklejohn. Also, the presidents of the various Athletic Clubs were ex-officio members of the Board for the first time.

The first problem tackled by this group was the "setting-up" of a constitution to parallel the one used in Edmonton. This, we hope, will be in force next term.

New equipment for the basketball teams was purchased after a good many disputes as to how much money the basketball teams would be allotted. It was decided by the board that 50% of the budget would go to basketball, as it was a major sport with both boys and girls participating.

The Athletic Board sponsored a track meet at St. George's Island during the first part of October. This was very successful and the Industrial Arts team came out on top.

Edmonton teams played in Calgary in the latter part of January and Calgary played the return games in Edmonton on February 19. These games, as well as the games with Olds, were handled by the Athletic Board.

The Board will sponsor a banquet and give athletic awards to the outstanding athletes. No definite date for this has been decided upon, but it will be held during the latter part of March.



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GIRLS' BASKETBALL

Basketball did not lose much time in getting under way in the fall due to the high enthusiasm among the girls. There was a large turnout to the initial tryouts and Mr. Goodwin had a difficult time picking the players for the school team.

Plans were made to enter the Senior Ladies' City Basketball League—better known as "Operations Iceberg". Despite the frigid conditions of the Victoria Pavilion, the girls got warmed up enough to finish in second place. The results of the play-offs are not known at this date, but Mount Royal and Varsity will tangle for the right to play against the unbeaten Wittichens for the championship.

Highlite of the year was the home-and-home games played against the Edmonton Varsity team. The Calgary game was played first, and much to the surprise of both Edmonton and Calgary, we emerged victorious. However, the Edmonton team proved its superiority by taking the next game by an all too substantial margin. It was during this game that our team annexed the name "Chinooks".

Exhibition games were played during the year against the Tech team, Western Canada High Senior team and Olds Agricultural School. The Tech Bomberettes provided some good competition but were repeatedly quelled by Varsity. The Western girls, however, succeeded in taking both games of a home-and-home series. Olds suffered a near shut-out when the Chinooks piled up a score of 47-3 against them. A game against the Cardston Shooting Stars will be played in the future.

Our team has worked under the disadvantage of members never having played together before and is certainly to be complimented on the fine team spirit they have developed in such a short time.

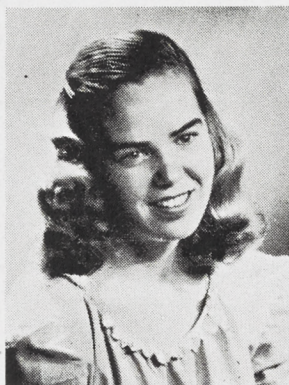
Many thanks go to Mr. Goodwin, Coach, and his assistant coaches, Dick Epton and Barney Hughes.

JUNE HOLMAN, Class "B".



EATON'S *says "Thank You"*

To Faculty of Education representatives on
EATON'S Junior Council and
Junior Executive !



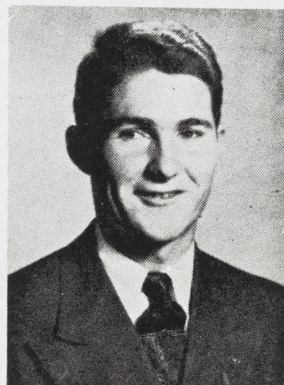
AUDREY SANFORD



JEAN BUCKLES



NORM HOLDEN



DICK EPTON

We have enjoyed our association with you during the past season and appreciate the ideas and inspirations you have given towards helping us "keep young with Young Canada".

Best wishes to Faculty of Education students -- congratulations to the graduation class !

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MEN'S SENIOR BASKETBALL

This year, as last, our team played in the Calgary City Senior Men's Basketball League, but due to circumstances beyond our control, we were unable to make the playoffs. The inability of our Varsity team to put up a better show is quite understandable when you consider that we are competing with City Commercial teams that have a much larger field from which to choose players and can therefore, over a period of years develop a strong team. In this respect our Varsity team is at a disadvantage in that each year we have an almost completely new team. We are not lacking in fight and spirit though, and it could never be said that we lost because we did not try hard. It would be difficult to name any outstanding player as everyone did his best, although some had a little more experience than others. The team had no individual stars, but special mention should be made of Dick Epton and Len Cooper, two former Crescent Heighters. Although this was Len's first year of basketball, he put up an admirable show and came second to Dick as high "point getter" on the team. Walt Bateman and Ken Charlton also turned in very sterling performances, as did George McDonald, Jack Steele, Bob Stephens, Leo Trono, and Barney Hughes. Nick Nicholson and Al Lust, the two "veterans" of the team, must be given special mention, too. They turned in as good if not better performances than the youngsters.

We can boast of being the Southern and Central Provincial Junior Basketball Champions, upon entering this league, the team added another exceptional player, Colin Turner, to their line-up. Colin will strengthen the team considerably for the final play-off in Edmonton.

BARNEY HUGHES, Class "B".

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UNIVERSITY VOLLEY BALL TEAM

Formed late in the season, the volley ball team entered the Y.M.C.A. senior league and played an average of two games a week. Up to the time of writing, we had little success against the more practiced teams in the league but we feel confident of a decided improvement in the latter half of the season. The team consists of Vic Daugharty (captain), Phil Klem, Dick Epton, Dick Dippner, Gordon Rancier, Walter Love, Bernie Hughes and Barrie Jeffries.

W. L. LOVE, (Club President).

HOCKEY TEAM:

Back Row:

Allan Williams,
(Coach)

Isaac Klassen,
Jack McDonald;
Joe Neufeld,
(Captain)

Walter Love.

Front Row:

Gordon Rancier,
Norman Luckyfassel,
Henry Unrau,
Vic Daugherty
Henry Rempel.



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E. U. S.

Continued from Page 64.

We feel that this has been a profitable year in the history of the E.U.S. Early in December, Barrie Jeffries and Jean Liddell attended a Conference in Edmonton to find out the origin of the E.U.S., what it stands for, what its functions are in the school, and how it can influence the students in such a way that each one will feel it his responsibility to uphold the status of the teaching profession. They returned with ideas and information regarding student participation in school functions, and ways and means of encouraging them.

A Western Canada Student Teachers' Conference was held in Edmonton, January 17 to 20, sponsored by the Edmonton E.U.S. Representatives from the Calgary Branch of the Faculty of Education were Don Dickson and Ruby Campbell.

Notable speakers who have addressed the Student body at the E.U.S. Friday morning Assembly have been:

Mr. F. J. C. Seymour, Calgary district representative for the A.T.A.

Dr. M. E. LaZerte, Dean of the Faculty of Education.

Mr. G. L. Wilson, Superintendent of Calgary School Division No. 41.

Our Director, Mr. Doucette, has given several talks on The Teaching Profession and what it means to us. He has tried to stimulate the students, to improve the Profession so that it ranks second to none.

Small as it may be, the Calgary Branch of the University of Alberta is slowly gaining recognition and it is the aim of the Education Undergraduate Society to develop the University spirit among the students and to put Calgary on the map as a recognized University centre.

JEAN LIDDELL.



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SOCIAL DIARY

SEPTEMBER 23

A "Get Acquainted" party was held in the auditorium of the school. We formed teams and played games, we danced, and we got acquainted.

OCTOBER 29.

Norma Dodds and Bob Stephens were the winners of the prizes for the most original costumes at the Hallowe'en Masquerade. Everyone had a good time under the capable direction of M.C. Andy Kirkeide.

NOVEMBER 13.

This was the night the girls had been waiting for, yes, this was the night of the Sadie Hawkin's Dance. Everyone came dressed as his or her favorite character in Al. Capp's famous comic strip. Kickapoo Joy Juice and Preserved Turnips were served, camouflaged as cokes and doughnuts.

DECEMBER 3.

Although many people were in Edmonton at the student Union Conference, a dance was held in the Auditorium. The Rhythm Makers provided the music.

DECEMBER 11.

"Christmas Capers", preceded by a very enjoyable programme presented by the Drama Club and Choral Society, was, perhaps, the best attended dance of the year. Many parents and teachers who came for the program, stayed to dance to Mr. H. Sakalofsky's Rhythm Makers.

JANUARY 15.

The Calgary Branch of the University entertained the Edmonton Branch as represented by the "Bear Cats". The Social committee in conjunction with U.A.B. held a coke shag after two rousing games of basketball.

JANUARY 28.

Friday, the 28th, was the time of the big Wauneita Formal. Again the girls had a chance to treat the boys. The Merry Men of Music played in a hall decorated with blue and white. A delightful supper was served by members of the society. George Sutherland made the evening more enjoyable by being a most professional Master of Ceremonies.

FEBRUARY 5.

The Olds basketball and hockey teams payed us a visit this Saturday night. After the two thrilling games we held another coke shag with records loaned from Eaton's Record Library.

FEBRUARY 6.

The annual trip to Banff was conducted with great success this year. Skiing, skating, swimming, and a snowball fight were enjoyed by those who went on this trip.

SHEILA STAGG, Class "P".

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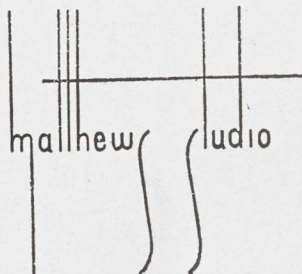
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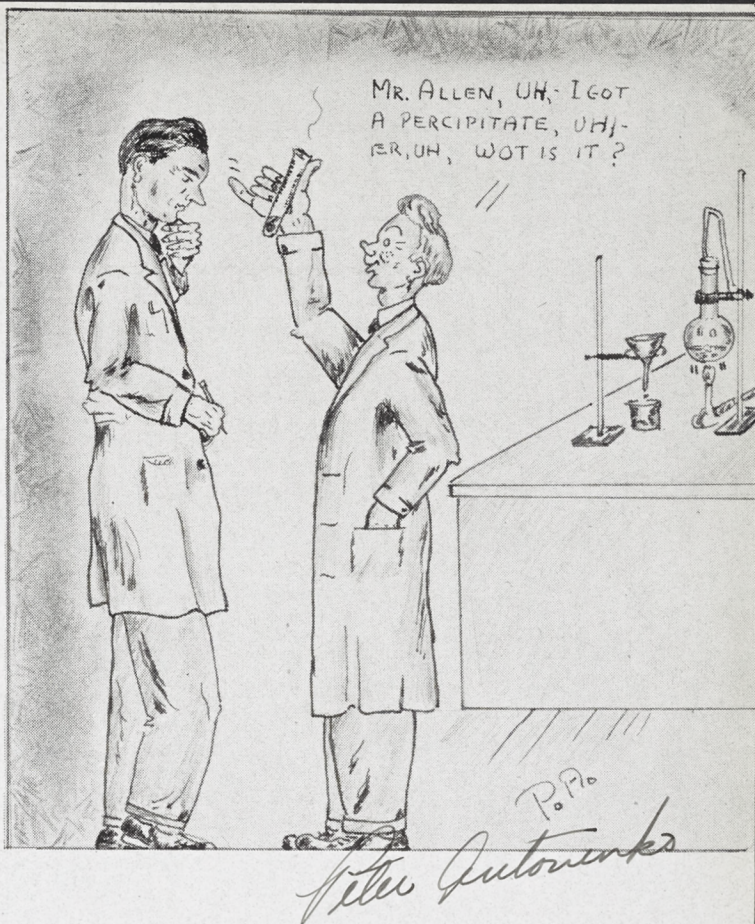
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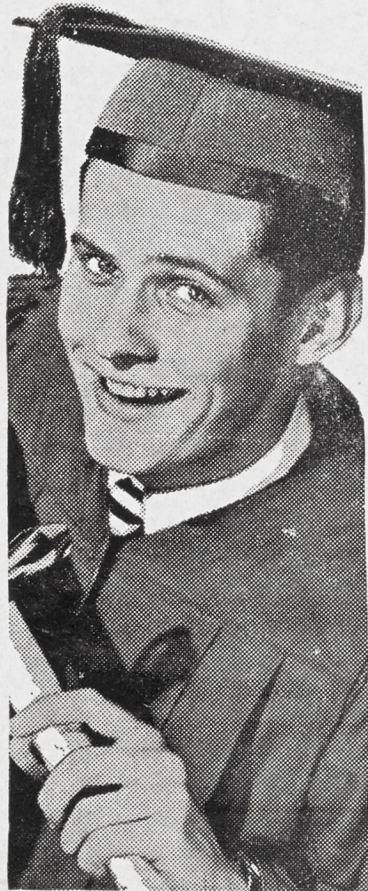
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